



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>

Ednct 759.08.910

Harvard College
Library

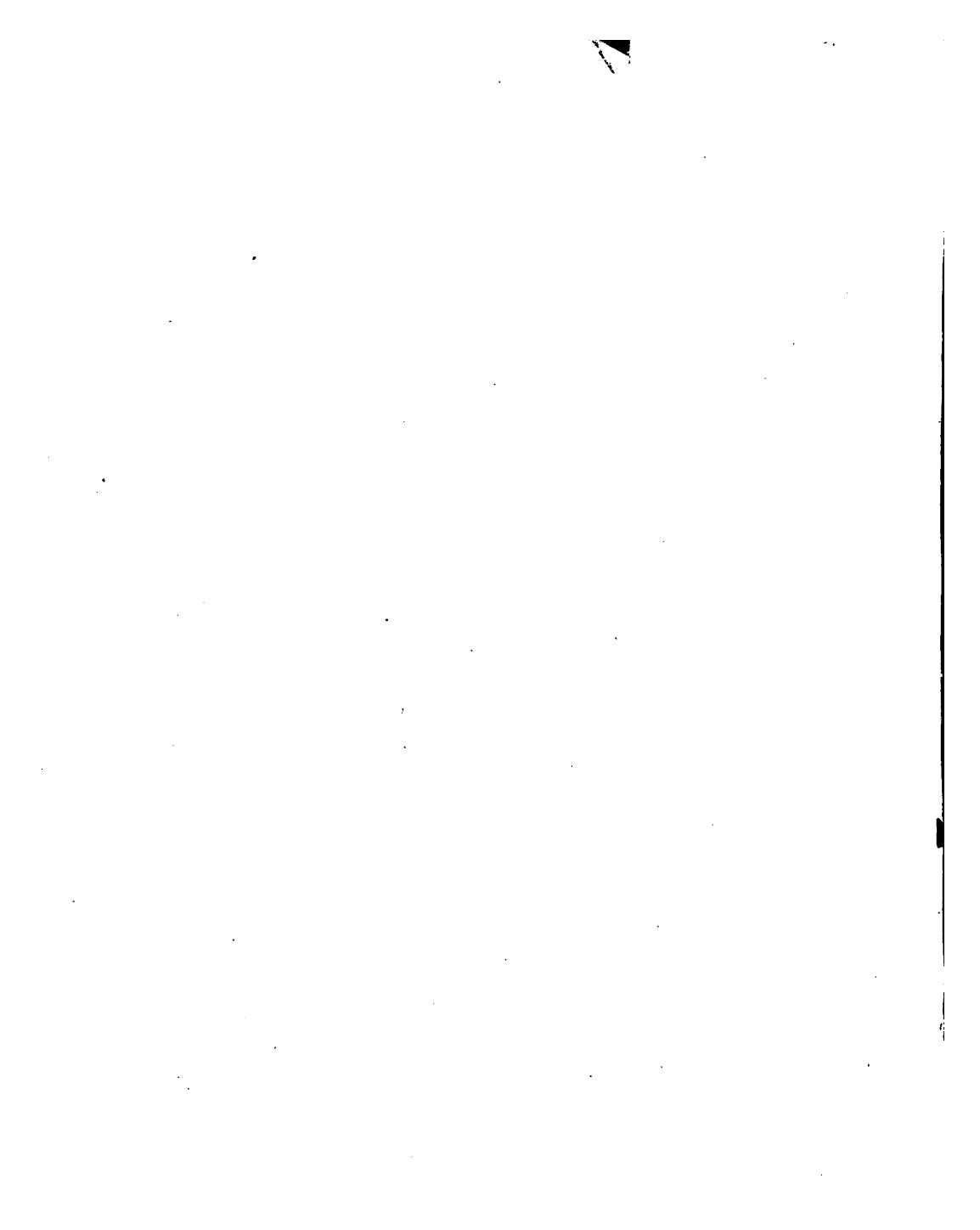


By Exchange



3 2044 097 081 392

Margaret Penny



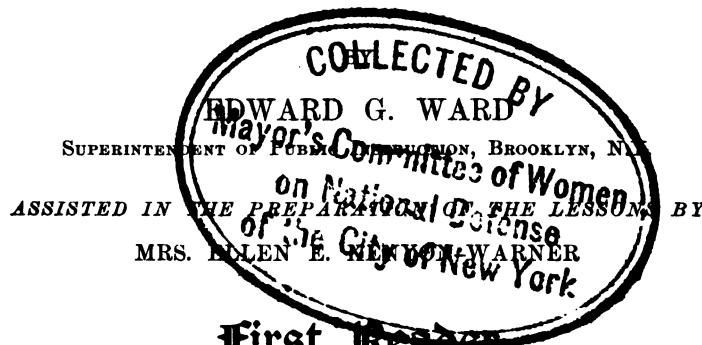




PICTURE FOR A STORY.

THE
RATIONAL METHOD IN READING

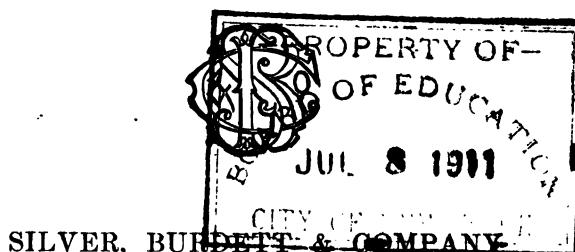
*AN ORIGINAL PRESENTATION OF SIGHT AND SOUND WORK
THAT LEADS RAPIDLY TO INDEPENDENT AND
INTELLIGENT READING*



First Reader

(SECOND HALF-YEAR'S WORK)

PART I. SIGHT AND PHONETIC READING. LARGELY REVIEW EXERCISES
PART II. SIGHT AND PHONETIC READING. ADVANCE WORK



Educ T 159,08,910
✓

HARVARD COLLEGE LIBRARY
BY EXCHANGE FROM
NEW YORK STATE LIBRARY
FEB 26 1932

THE RATIONAL METHOD IN READING

First
Year

PRIMER

Material: Conversations.

PART I.—Reading by the Word Method.

PART II.—Sight and Phonetic Reading Combined.

FIRST READER

Material: Conversations and Stories.

PART I.—Sight and Phonetic Reading. Largely review Exercises.

PART II.—Sight and Phonetic Reading. Advance Work.

SECOND READER

Material: Stories and Poetry. Literary and Ethical.

PART I.—Sight and Phonetic Reading. Advance Work.

PART II.—Sight and Phonetic Reading. The Remaining Phonograms.

THIRD READER

Material: Stories, Poetry, etc., from History, Folk Lore, and Standard Fiction. Literary and Ethical.

Sight and Phonetic Reading. Diacritical Marks omitted from the easier and more familiar Phonetic Words.

FOURTH READER

Material: Stories, Poetry, etc., from History, Folk Lore, and Fiction.

Diacritical Marks omitted from the Text.

FIFTH READER

Material: Literary, Ethical, Historical, and Mythological.

MANUAL OF INSTRUCTION FOR TEACHERS

PHONETIC CARDS—

FIRST SET. To Accompany the Primer.

SECOND SET. To Accompany the First Reader.

THIRD SET. To Accompany the Second Reader.

COPYRIGHT, 1894, 1896, 1907, 1908, BY SILVER, BURDETT & COMPANY.
ENTERED AT STATIONERS' HALL, LONDON, ENGLAND. ALL RIGHTS RESERVED.

PUBLISHERS' NOTE

THE special purpose of the Primer and the first two Readers in this series is to put the child, within a year and a half from his entrance into school, into possession of a complete *key* to English Reading; so that, should his schooling then cease, his ability to read would nevertheless "grow with his growth and strengthen with his strength."

The method here introduced is a combination of the word (or sentence) method and the phonetic method. It differs in many essential respects from any before presented, the differences being based upon principles not hitherto clearly understood, or, at any rate, not properly recognized.

The books provide material for part of the work, and indicate, therefore, but part of the method. The rest, both work and method, must be sought in the *Manual*, without a careful perusal of which *no one should attempt to use the books*. The study of the *Manual*, though so important a matter, will not be found difficult, since the directions are comparatively few, are logically grouped, and are clearly and simply expressed.

Those who would have success in the use of the books should follow these directions implicitly during the first year. They will then know the method and understand the underlying principles well enough to be safe in making such deviations from the beaten track as may seem to them wise.

The *method* embodied in the series is an outgrowth of the author's study, observation, and experimentation in the public schools of Brooklyn, of which he was for many years the honored Superintendent.

In presenting this edition printed from new plates and embellished with new illustrations, the publishers wish to make grateful acknowledgment of the phenomenal favor that has been accorded to the *Rational Method in Reading* by the teachers and educators of the country. So many editions have been called for that the original plates have become worn; and the publishers, in renewing the plates, have taken advantage of the opportunity to make a few textual changes and improvements.

For the convenience of teachers, the variations in this text as compared with the edition first published have been tabulated, and appear on pages 126, 127, and 128 of this edition.

TO THE TEACHER

It is absolutely useless to put children into this book unless

1. They *know* all the sight-words and phonograms presented in the Primer,—and
2. Are skillful enough in “the blend” to determine readily any word made up of not more than three or four of said phonograms.

If, therefore, your pupils have been imperfectly prepared for this book in the grade below,—or, if having been well prepared, they have had a long vacation between that grade and yours,—your first care must be to review and perfect the work of that grade, *whatever time it may require*.

If they have not been prepared at all, *i.e.* have not been taught by the Rational Method, you must, of course, prepare them *ab initio*. No matter what their grade may be, the best of all ways to do this is to put them through the Primer in strict accordance with the directions given in the Manual for the *first* half-year’s work, except that instead of beginning with the blackboard and learning all the words in Part I in advance, they should begin with the book itself, and learn the new words as they become necessary.

At the beginning of a term, though the scholars from the grade below come to you well prepared, you will probably receive a number of *new scholars* who know nothing of this method. Meet the difficulty involved in this circumstance, thus:—

During the first month of the term, teach the new scholars, by means of special drills, all the words and phonograms found in the following (Primer) lists. Let them also, of course, participate in the regular reading of the class, but do not expect their reading during this month to be good. From the beginning of the second month, the class should be able to work as a unit.

THE PRIMER VOCABULARY

Words

A, again, ail, all, am, an, and, any, apple, are, arm, as, at, ate,—be, bird, boy, bread, but, by,—can, come, corn, could, cow,—day, did, do, does, dog,

down, drink, — each, eat, egg, end, ever, — for, Frank, from, fruit, full, — get, girl, give, go, goes, good, grass, — hand, has, have, he, heard, her, here, him, his, home, horse, how, — I, if, ill, in, is, it, — Jack, — kind, — let, like, look, — make, me, milk, Mr., much, — no, not, now, — of, old, on, one, other, out, over, — picture, play, put, — said, saw, see, seed, she, some, stay, — take, tell, than, that, the, them, there, they, thing, think, this, to, too, — up, us, — want, was, water, way, we, well, were, wet, what, where, which, who, will, wing, with, work, — yes, you.

Phonograms

ā, — e, ck, cl, cr, — ē, er, ers, — f, — ī, ight, ights, ing, ings, — k, — l, — m, — n, — ō, ō, — p, pl, pr, — r, — s, ȝ, — t, tr, — ȳ.

(These phonograms should be taught or reviewed in the order in which they are presented in the *Manual*, and not in the alphabetical or reference order in which they are given above.)

Never have any lesson read by your scholars until you have specially prepared them for it in accordance with the following directions: —

1. Select from the lesson all the phonetic (marked) words that contain more than three phonograms each, and about a dozen of the shorter phonetic words.
2. Write or print these words on the blackboard, marked as in the book, and have them read by the scholars a number of times. Your experience will soon teach you how much repetition is necessary.
3. In the main, give the harder words to the bright scholars and the easier ones to the dull scholars. If you would not have the dull remain dull, give them plenty of work (always easy) to do.

This exercise will constitute at once a preparation for the lesson and the "blend-drill" for the day.

A day or two before reaching a lesson that introduces a *new* phonogram, teach said new phonogram, and give your scholars drill in its use by having them read from the blackboard a number of words taken from the Manual list over which said phonogram appears. Do not teach any new phonogram more than a day or two in advance of the lesson in which it is first presented.

Finally, — Do not attempt the use of this or any other book of this series until you have thoroughly digested the instructions given in the *Manual*, pp. 5-15.



WHO'LL BUY A RABBIT?

Meyer von Bremen.

FIRST READER

SIGHT AND PHONETIC READING COMBINED

PART I

LESSON 1

ă

TO THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 10.

Let us play that I am your teacher.

Now, boys and girls, attend to me. Caps off, boys. Eyes this way. What have I in my hand, Kate?

Yes, it is an aster. What kind of leaf has it? Is it a narrow leaf? Tell me, Mack?

What is that you say? It is not an aster? And has no leaf at all? You are not a good boy.

~~Sit~~ up, Annie. This is no time for a nap. What were you thinking of?



That's right, Kate. You are a good girl to teach little Nan. One little girl can often teach an other.

Now, I'll call the roll. Answer as I call your names.

May, you were not here yester day. Where were you? And you are often late. What is the reason? Please do not speak so low. I want to hear what you say.

Do you say some one was ill? Well, I suppose I must for give you. Try not to be late again. A good girl tries to be on time.

What have you in your lāp, Anī? Give it to me. You must not play here. You must do as I say. I am your teach er.

Now, boys and girls, take out your slates. We will play it is rājn ing. Lay the slates down. Put your hands over them, sō. Now tāp on them with your nails.

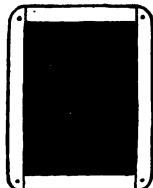
Yes, Māy, I see your hand up. I know what you want to say. You heard it rājn ing. But it was play rājn. It will not wet you. You can not go out in it. So put your hand down, please. And take off that eoāt. You must not keep it on in here. If you do, you will take bold.

Ötō has a eat on his slate. I did not tell him to make that.

Now, little Nan, tell me this. Where did the rājn come from? Where was it be for we heard it fall ing?

Yes, it was in the sky. That is a good an swer. Who can tell me where tāllōw comes from?

No, not from eandles. We make eandles of tāllōw.



But where do we get the tallōw? That is right, Ötō. We get some of it from sheēp. That was a good an s̄wer.

Mäck, be still. Do not make it rājn any mōrō. It is tīmē for it to stōp. The skȳ is clēar. You are all good boys and girls. I think I will let you play now.

—————

LESSON 2

ice wind shall

The crēek is full of ice. May I go and skate on it? No, little one. The wind is too old for you. Jack Frōst is here. He cāmē in the night. By day light there was ice in the water pail. There was ice in the milk-can, too.

Yes, mother, and there is some here, too. See it on the windōw pānē. Shall I clēan it off?

No, Jack. If you do, mōrō will come. Jack Frōst has come to stay, I fēar.

Did pēoplē nāmē him for me?

How could they? He is old er than you are.

I see, I am his nāmē-sākē. How does he get here?
He sails on the wind. The wind that he comes on is
a cole one.



I think I heard him coming. It was one o'clock at night. I heard some thing rat'lē the windōws. Does he do that?

No, that was the wind. Jack Frōst is stiller than

that. You never hear him at work. See the ice on the trēēs. He put it there in the night. He cāme with the rāin, you see. Sleēt was falling, too. We shall have snow by tēa tīme.

I shall not like that. It will fall on the ice. I can not skate on the snow.

But you can make a snow cāstle. You can make trācks in the snow. You can pilē it in heaps. You can make a snow-man.

Oh, yes! that will be nice play. I shall call Mat to play with me. We were play ing in the snow one day. I saw him fall on his nose. He did not cry. He lāy still for a tīme. I said, “Mat, get up.” He said, “Slāp me, Jack; slāp me well. That will make me get up.”

Did you slāp him? Did he get up?

I did slāp him. He did get up. We saw you at the windōw. You cāme to call us in to supper. There were pan-eākes for supper that night. They were good. I ate fōur.

Yes, my boy, I know you like them. And so does Mat. I heard him sāy so at the tīme. We shall have mōre some day.

LESSON 3

sell	new	when
------	-----	------

When am I to have a new wrăp, mother? This old one is getting too light for the season. The wind is cold to-day. There is ice on the lăke, too.

I shall get you one to-morrōw. We will go down to Mr. Knăpp's stōrę for it.

Does Mr. Knăpp sell wrăps? I knew he sold nice things to eat. But wrăps are not to eat.

You have not seen his new stōrę. He still keeps things to eat. But he now sells eăps and wrăps, too. Some of them he puts in the windōw. We will look at the eăps and clōaks.

Does he sell mitts and socks?

Yes, I shall get mitts for you and for Kate. I shall get Jack some new socks, too.

How many new things we must have! When are you going to get them all?

When I get the wrăp for you. I shall get them all at one tīmę.

Shall you go if it is cold?

Not if there is much wind. Is there much ice on the lāke?

Well, one could not skate on it. But there will be mōrē to-mōr̄ōw. The wind is getting eold̄er. To-mōr̄ōw will not be a nice day.

I think you are right.

I shall go to-day. We will get the new wrăp to-day.



LESSON 4

ic	ick	ip
----	-----	----

To THE TEACHER.—See paragraphs 2 and 3 on page 18 of the Manual; also Phonetic List No. 11.

Miles Nick̄ols was a little boy. He could skip the rōp̄ like a girl. I never saw him trip. And he could skate, but not alōn̄e. He could do many eom ic things, too. His tricks would oft̄en make me smile.

Did you ever see him slip on the ice?

No; I saw him trying to skate one day. When he saw me, he said, “Oḥ, Nick! Come and take my hand. That will kēep me from falling.”

“Oh, yes!” I said; “but what will you give me if I do? Will you sell me your new skates?”

He put out his lip as if to cry. “Oh, no!” he said, “I could not do with out them.”

“Well, here is my hand,” I said. “I will teach you with out pain.”

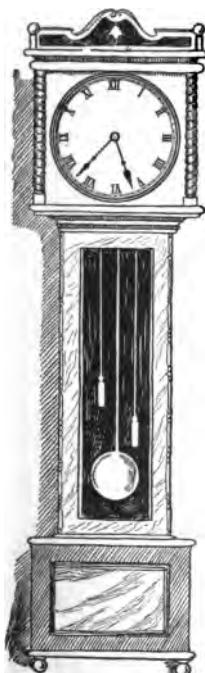
Mother, what is a mechanic?

One who works with his hands.

Mr. Mörköw is a mechanic. He makes and mends locks. Mr. Post, the potter, is a mechanic. Mr. Lamb, the painter, is, too.

I want to be a mechanic, mother. I like to work with my hands. I shall be a clock maker when I am a man. Yes, I shall be a clock maker.

I shall have a store and sell clocks. I shall have many. They will all say the



sāmē thing. It will be, tick-tōck, tick-tōck. Will you come to mȳ stōrē, mother? Will you let me sell you a clōck?

Yes, mȳ boy, if you make good clōcks. A clōck must kēep good tīmē, you know. If it does not, no one wants it.

Yes, I know, mother. Mȳ clōcks shall all be good. I will make no other kind.



LESSON 5

don't	such	our
-------	------	-----

Don't lēān out of the windōw, Tōm. You are not sāfē when you do that. You will fall if you do sō. You do not want to fall.

See what I have for you. Here is your rice and milk. Eat that, like a good boy. Don't you want a slice of bread?

Come, Tōm! Come a way from the windōw. There is too much wind. We don't want our little boy to be sick. Here! sip your milk and eat some bread.



When are we going to play in the attic?

When ever you like. Eat your rice and milk now. When you have eaten it, we will play. We shall have an hour be for~~s~~ supper.

Did you put the trap in the attic?

Yes, the new one.

There may be some mice in it. Oh, they are such nice little things!

I like to look at them. Don't you?

Yes, but they don't like you and me. They fear us too much. And they don't like to be in the trap.

There may not be any in the trap. If there are, I shall let them out.

Oh, no, don't do that. Mother will not like it. They are such sly little things! They eat our rice



and flour and meal. I shall give them to Nick Mō̄r̄. He will take them to his teacher. She will let the boys and girls look at them. They like mice.

LESSON 6

im is

To THE TEACHER.—See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 12.

There goes our fr̄end, Miss Sanders. How pāl̄ she is! What makes her limp sō?

Don't you know, Nick? One day there was ice on the creek. She was trying to cross it when —

When what? Did she slip and have a fall?

Yes; and it was such a fall! Mr. Sim̄phōns and I saw it. We ran to the spōt. Miss Sanders could not get up.

How did you get her a way?

I could not do much. But Mr. Sim̄phōns could lift her a lōn̄. Her sister eām̄e out to meet us. I ran in for some water.

Did she faint?

No; but she could not stand. That was four weeks ago. Now she can go out a long. But she has to have a can. She is so weak.

LESSON 7

My name is Ottó. I am a small boy. Did you hear me coming?

My mother tells me to lift my heels. I do. Can you hear them come down?

My socks want mending. They are wet, too. I often get my feet wet.

Do you see that rock out there? Do you see the moss on it? That moss is wet. If I play there, I wet my feet.

What is the matter with this lock? I'll mend it, if you like. I am small. Still I know how. Mother tells me I am a little man.



I know how Rōsē knits my mitts. She fits them well. She knits little mats, too, for sālē. She sits knitting all day.

I know how mother lights the firē. She will not let me do it. She thinks I am too small.

I know how Anē milks the cows. I can give oats to the horse. He eats them all up. He follows me all over the lōt. I must go in now.

Some one is knock ing. It is Rōlō. I will let him in. I will offer him this rock er.

Now the small boy is ill. He can not rōmp and play to-day. It is not good to have wet fēet.

Take him on your knēē. Let him lēān on you. Rock him to slēēp. Slēēp, Ōtō, slēēp. It will do you good. It will make you well.

Will the little man be ill all night?

Ōpēn your ēyēs, Ōtō. It is not night any mōre. I have put out the light. The little man is all well. Isn't that good?

I will get you some sōāp and water. There! Now I must get Nat up.

LESSON 8

I am an *āpe*. I am some what like you.

Do you see my *ēyēs* and *ēars*? Do you see my arms and hands? Look at them.

You eat fruit. So do I. I like *ripe* apples as well as you.

You like to play. So do I. See me *leap* to that *rōpe*. Could you do that? Come in and try.

What is that thing? A lamp, did you say? I want to handle it.

Is it a play thing? Will you get it for me? Do you know what it is for? I do not. What is that you say? to give light?



We āpēs can not make things like that. We have hands, but we can not think much.

Do you not think we are good-looking? We do not think *you* are. Your nose is not flat like mīng. Your skin is too light. Your hands and arms are too small. Your form is not fine like mīng. No, you are not good-looking at all.

Are you there still, Tōm?

You see I know your nāmē. You are Tōm Lē̄. You have a dog. He likes to spȳ out rats.

He is a small dog. You can take him in your arms. You can pat him with your hand.

You take him all over with you. Some tīmēs you tīrē him out. He lies down, panting with the heat.

There he is now. I know his nāmē, too. No, it is not Pōl̄; it is Snāp.

Pōl̄ is your tāmē bird. She has wings. She is not a mōcking bird. She does not mōck other birds. She mōcks you and the other boys.

I know mōrē than you think I do. I see you looking at me. I can hear what you sāy.

That is a tin pail on your arm. I know what you have in it. I can pēep in to it.

Did you fill the pail? You did not tie it up tight.
Look out! You will spill something out of it.

There is some apple pie in it. I spy it and I want some. Did you slice the apples? Did you put the pie in to the pan?

You have some pork and beans in there. I see some peas and beets, too.

What kind of meat is that? Is it beef? You did not forget any thing, did you?

What is in that little can? I think it is tea. Did you pour it out of the tea-pot? Have you any bread and butter there?

Do not poke me with that polk. And do not stay there for ever. Toss me an apple and go a way. Go and spin your top. Do not take the pail with you. Put it some where near me. I like to look at it.



LESSON 9

Put up your hands, Jack. They are wet, but mine are wetter. My arms are wet, too. Did you spill that water on the matting?

No, but I will mop it up. I like to mop.

Do, be foro it has timeo to soak in. Did it leak from this pail?

No, from this one. See, the pail is leaking still. What ails this mop? It is as stiff as the handles.

It wants wetting. Take it to the spout and wet it.



You look pale, Rose. What is the matter?

I have a pain in my arm. I ran this steel in to it. I can not put my hand up.

Can you open your hand?

Yes, but it is a little lameo.

Is it the upper arm that is sore?

No, it is the lower arm.

See, it is near the hand.

I see you have some thing wet on it. I suppose mother put it on. It will make your arm well in timeo. I'll fan you if you like. I'll fan all the gnats a way.

How many there are! Where do they all come from? Have they wings?

Yes, but they are small wings. Gnats are like little flies.

If they are like flies, they have wings. Go away from us, little gnats. We do not want you near us.

It is supper time. Rosie is ringing for the farm hands. They will come in and eat with us. Here are seats for them all.

What a pile of plates! Put one on this tray. Put some corn on it. Now some pork and beans.

Give it to Nat Moore.

Here is a treat for you, Nat. This beef is tender. Take some beets, too. There is bread and butter be for you.

Give Nat the milk, Annie. Give him all he wants.

This supper is plain but good.



LESSON 10

I saw Mr. Moore plant that tree. It is a seed ling. Some day it will be a tall tree. I saw the seed.

Did the trēē come from an a corn?

It did. It is an oak trēē. All oaks come from a corns.

Each trēē has its seed. There is a seed in that peach.

Take the peach and eat it. Fling the seed down any where.

It will liē still for a tīmē. Many rāīns will fall on it. By-and-by it will ōpēn. What do you think will come from it? Can you tell me?

I will tell you. A little peach trēē will come up. Most trēēs come from seeds.

I saw a peach trēē in Mr. Mōōre's lōt. I saw some small fruit on it. That fruit will ripen later than yours. The trēē is small. I can reach the fruit with my hand. I never saw fruit lōwer on a trēē.

What kind of fruit is it?

Well, well! Do you not know? What kind do you think it is? Do apples come on peach trēēs?

I did not mean what you think. Is it good fruit? That is what I want to know.

It is not fit to eat. See! There is a trēē with out a lēaf. It has not a peach on it. It will never have

any mōrē. Its life is over. Nat must saw it down. Mr. Mōrē will saw it up for the firē. That is all it is good for now.

LESSON 11

I am a little ant. Don't get in my way, please! I have my work to do.

Look at that pile of sand. My mates and I put it there.



We have no time to play with you. Go and play with your lamb. Take her up in your arms. I think her mother will let you.

Lambs don't have any work to do. They don't know as much as we.

I saw May fling some bread down there. I want to get some of it. My mates and I will take it a way.

We will not eat it all now. Ants know too much for that. We will lay some a way.

We work for what we eat. Each of us does all he can. We never think of playing. We don't have time for that.

This ant is a friend of mine. See me speak to him. You can not hear me speak. I do it with my feelers. You never saw people speak that way.

If one ant meets an other, he does so. Ants' ways are not like yours. They don't play. They don't speak as you do. They work, work, work, all day.

I am a bee. I am some what like an ant. I work all day. You don't see how I can, do you?

Well, you are not a bee, you see. I do not pout over my work. Do you know any one who does?

Now, do you want to know what I make? Well think of some thing sweet, sweet, sweet. Do you know what I mean? Yes, I see you do.

For whom do you think I make it? I do not make it for you. I store it up. You come and take it from me.



My mates and I never think of play. We work all the time.

Who, do you think, makes us work? No one makes us. We like to work. We sing as we work. Do you not hear me singing now? Do you like my singing? Is it sweet?

Well, what do you think we work for? It is to have some thing to eat. Some day the snow will come. Snow is not good to eat. But what we have is good to eat.

Now do you know what we work for? And who takes what we make? Who gets the most of it? I want to know where it goes.

Don't go a way, little girl. Answer me before you go. I will not sting you.

Tell me who takes my sweets. Tell me before you say good by.



LESSON 12

Did you call me, mother?

Yes, I did. Stop your play and come here. I

want you to open the clams. Clean all the sand from them. Go right to work, like a good boy.

How can the clams close up so tight? Does it kill them to open them?

Yes, I think it does.

Where did Mr. Seott get them? At the creek? No, they came from the coast.

How many we have! This stone rock is full. Don't open them with that easy knife, Tom. What a boy you are! Go in and get the clam knife.

Mat has eaten his apple. I saw him fling the core a way. I saw some ripe seeds in it. I never saw such ripe seeds be for.

We can plant the seeds and have trees.

Will apple trees come up from them? Will there be one for each seed? Who will own them? Will they be mine?

Mat does not want them. That's good. Now they'll be mine.

Don't kill the little trees, Mat. Let them come up for me. What is to keep me from own ing them? If I do, I shall be a fruit farmer!

The trēes will come up by and by. Who will have some of my apples?

Apple skins are not good to eat. And we do not eat the eōres. Such things are good for horses and cows.

Ötſō wants his eäp. Now give him his mitts.

Tell him it is cold. He must put on his over eōat. That eäpe will not do. It is such a little eäpe.

Is he going to see Mr. Seotſ? He must not go near the trājn.

There is snow on the rails. He must not get his feet wet.

Now send him here to me. I want to tell him what to do.

Don't tramp over the snow, Ötſō. Go by the lāke, if you can. Don't try to skate on it. Don't think of such a thing.

Button your eōat up tight. Take Mat with you. Stop at the stōrē. Tell the stōrē-keēper we want some eōal. Get me some mōre eōtſōn like this.

Now be mother's right-hand man. Be off, and don't stop for any thing. The cold ōffen kills snails. You didn't know that, did you?

LESSON 13



Clear the track! The train is com ing!
This is the right spot. Stop the train. Let us
get off. We're going to camp out.

Here we are! Clap your hands, boys. Fling up
your eaps. Flap your wings and crow.

Here, Snap, let me pat you a little. That's a good
dog! Now look over there. Do you see my eap?
Go and get it for me.

Here is a fallen trēe. And here is an other. Let's put the small one on tōp, sō. There! Now we can play see-saw.

I see some old slats. We will make a firē with them.

This nārrōw one has a crack in it. Măck will make some ārōws out of it.

Hand me one of the slats, plēase. I want to knock down some pīne eōnes.

There are many rōcks here. See how flat this one is. Let us camp on it. It is as good as any.

Oh, what a lōt of asters! Where did you get them, Māy?

What is the matter with Any? Has she lōst her wrăp?

No, she has the wrăp. I do not know what ails her.

Don't cry, Any. Tell me what ails you. Did that goat frighten you?

Yes. He wants to play with me. He butts me. I don't like that kind of play. It tīres me out. Plēase make him stōp.



LESSON 14

I am a cow. See me swing my tail. I do so to keep the flies off. There are not many to-day. There is too much wind.

I like to be out in the wind. See it toss the trees. See that leaf spin in the wind.

It is too cold for the lambs. It is not too cold for me.

I am not a cross cow. You must not sell me. I try to do right. I keep still when Any milks me. I want to act like a good cow.

I give good milk. You can see the cream rise on it. Rose takes the cream off the milk. You never saw such cream in your life. Some of it is for the coffee. Most of it is for butter.

I want Any to milk me now. This is my window. I will lay my nose on the window sill. When Any sees me, she will come.

I don't often look at the sky. I see it now. There will be more snow, I think.

The wind is colder than ever. When it is too cold, I come in. I cāmē in here to look for An*η*.



I don't want that window ōpēn now. Hear it crēak. Do you think An*η* will clōsē it?

Fee*l* how the wind pōūrs in. It comes in at that cräck, too. It mōāns and mōāns in the trēes.

See the kittēn crēep in by the fire. See the smōkē go up. See the

wind play with it. Hear the crōw̄s call ing.

That old horse has a cramp. Hear him! He is ill with the cold, I think. His window is ōpēn. When will they come to him?

Come, right a way, some of you pēōple. Do something for the old horse. When, when will you come?

Oh, here is An*η*! She has the milk pail.

Don't crȳ now, old horse. An*η* will clōsē your window. She'll attend to you right a way.

LESSON 15

Has any one told you the news? Tōm Pratt has lōst his new eōat. It was taken a way from the räck. It was stōlēn in the night.

Tōm put it there Friday night. A little lāter it was not there. Who, do you think, has stōlēn it?

Do you know how much the eōat eōst?

I do not know. It eāmē from Mr. Pāyne's stōre. Mr. Pāyne sold it to Tōm's mother.

I was there at the tīme. I saw the eōat in the windōw. Mr. Pāyne let Tōm try it on. It was a good fit.

I saw Tōm's mother pāy for it. I knew he must like it. And now it is lōst.

Don't tell me any mōre. I don't think the eōat was stōlēn. Tōm did not put it on the räck. He can not reach the räck. He put it a way some where. No one has stōlēn it.

Here comes Tōm with the eōat on. I knew it was not lōst. See, it is tōrn. There is pāint on it, too.

Who tōrō your new eōāt, Tōm? Where did you put it Frīday night?

Please don't seold me. Mother let me play in my new eōāt. I was playing with Rōlō. I tōrō the eōāt on that nail. I didn't mean to do so.

I sat down on that stool. There was a pōt of pājnt nēar by. I didn't know it was there.

By and by I rōsē to go in. The pājnt was all over my new eōāt.

Mother put the eōāt a way. She did not want to look at it. She put it out of her sight. How mean I did fēel! I eāmē nēar cry ing.

She will mend the eōāt, I know. The pājnt she cannot get off. Did you ever see such a good mother? I fēar I oftēn tīrō her out.

I must not make mother so much work. I must try to be good to her.

I must not lit'er the clēān flōōr. I must kēep a way from pājnt pōts. I must kēep a way from nails. I must not rōmp so much.

I have no new eōāt now. But the eōāt is not lost. Who told you it was? Nat tells what he does not know. He must not do so.

LESSON 16

Mr. Lee keeps a store. Shall I tell you what kind of store? I'll tell you what he keeps for sale.

He keeps beef steak and tripe. He keeps lamb and pork. He sells all kinds of meat.

He keeps the meat on ice. The ice keeps it from getting stale.

Shall I tell you any more? Do you know the kind of store now? Do you spend much in his store?

Mr. Pratt keeps a store, too. Shall I tell you what he sells?

Well, he sells tacks and nails. He sells pans and tin cans. You can get a steel knife there.

He keeps pots and pails. He sells forks and rolling pins. He sells pokers, rakes, and other tools.

Such things keep without ice. Mr. Pratt does not take ice. What kind of store has he?

You are right. Now tell me this:

I shall keep a store some day. What kind of store shall I have?

I shall sell bread and rolls. I shall sell pies and cakes. I shall make things of corn meal. I shall make things of oat meal. They will all be nice.

I will make you a fine loaf. The price will be small. I shall keep spice-cakes. I must have a trap for the mice. I do not want mice in my store.

Now, what kind of store will mine be?

You must keep stores, too. You must have beets for sale. You must have apples and other fruit.

You must sell tēa and eöffēe. You must kēep milk and butter. You can get such things from the farmers. You will have to kēep ice.

You must sell corn and pēas. You must sell bird seed. You must kēep rice and sā go.

What kind of store will yours be?

May shall keep store, too. She shall have another line of goods.

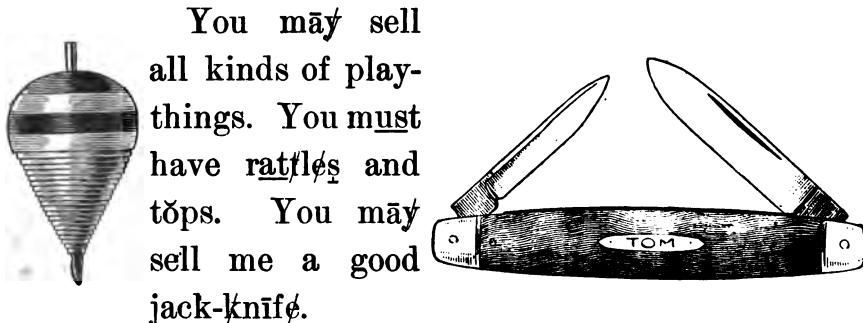
She will have things for knitting. She will sell lamp mats and mittens. She will have fans and note paper. She will sell pins and combs.

She will keep socks and stockings. She will sell

eōats and cloaks. There will be wrăps for old pēople and for little fōlks. She will have satins and eōtton goods.

What kind of stōre will hers be?

Now, Jack, what is your stōre to be?



You māy sell all kinds of play-things. You must have ratfles and tōps. You māy sell me a good jack-knīfē.

You must kēp pāper kītēs. You can sell skates, too, if you like. Don't you think you'lī have fine tīmes?

The stōre\$ must all be neat. We must not make pēople pāy too much. We must treat them well. That will make them come off'en.

We will trȳ to please them. They will want what we have to sell.

They will prāise the goods. They will spēak well of us. They will send others to us.

LESSON 17

This is my little dog, Tip.
I'm teaching him to play
tricks.



He can pick up sticks. He
can get a peach at the store.
He can pay for it with this
nickel.

See him lick my hand and
arm. Did you ever see such
a nice dog?

Get mother's slippers for
her, Tip. Now play you are sick. Lie down like a sick
dog. That's the way.

Now, what did you eat, yesterday? Didn't I tell
you not to eat all that eak? I did tell you a seore
of times.

Don't tell me the kitten ate it! The kitten is n't
sick. What a little seamp you are!

Here, take this milk and water. Now I shall tie you up in the attic.

Little Nick is a cripple.

One day he was playing on the ice. Mr. Crane saw him slip and fall. He ran to pick him up.

It was too late. Nick will never be well any more.

He did not cry. He lay still in Mr. Crane's arms. He told Mr. Crane where to take him.

He was faint when I saw him. He spoke no more for many days. The pain was too much for him.

For nine days he knew no one. Have you ever lain ill for nine days?

When he came to, he spoke to his mother. His tone was soft and low. He was still too weak to say much. I saw him try to raise his hand. He let it fall on his pillow. What a sick boy he was! His fall came near kill ing him.

He looks ill now. See how pale his lips are. He can not go tripping by as he did.

No more skating for little Nick! No more climbing for him! His knees will never be well. He is lame for life.

LESSON 18

W

TO THE TEACHER.—See paragraphs 2 and 3, Manual, page 13; Phonetic List No. 13.

Miss Lee is my teacher. She is wiser than any of us. She is teaching Tom to write.

She trims all her own waists. She keeps bees, and they never sting her.

Miss Lee is little Nick's sister. She takes him out rowing in a skiff. She can swim, you see.

She knows old Sim, the potter. She knows where he gets his clay. She knows what he makes of it. She knows what makes him limp so, too.

It is the rain. It makes his limbs stiff. It makes them ache, too. It gives him pains in his wrists.

Is that Miss Lee speaking? If so, we must all listen. I want to hear what she has to say.

She is telling us how to write Mister. We must write it without so many letters.

This is the way to write it: Mr. Don't forget how to end it. It is as simple as simple can be. Write it twice so you will not forget it.

Here is little Nick. What a slim little boy he is! What a fine skin he has! He lisps a little. Does he limp as much as he did?

No, but he will never go without limping.

I like him ever so much. I want to take him up in my arms. I want to kiss his little lips.

With all his pain, he is never cross. Who was ever so sweat as little Nick?

LESSON 19

Clos the window and keep the wind out. I want to sift this flour for the eake. Hand me the sift er, if you pleas. Where is the milk?

Our supper time is near at hand. We must have some clam fritters.

Tim, will you open the clams for me? Do it right a way, like a good boy.

The rim of this pan is not clean. I must seour it.

Where is the can open er? What is this simpher ing in the pot, Ros?

It is fruit. It must simpher an hour.

All right, Rōsē. What time is it now? Look at the clock, please.

Sam, hand me that skimmer. Now you may go to the stōrē for me. I want many things. Get pāper, and make a list of them.

What are you waiting for? Wake up, little boy. We can not wāste sō much time. Is your list all written?

Did you put down a lamp wick? Don't forget the silk. That is to lin my new wāst with. I must make it this week. The old one is wōrn out.

Is there a mat at the stōrē? If sō, wipe your feet on it.

If the stōrē-kēper is there, tell him what you want. If he is not there, tell his wifē. He was not well the other day.

Tell him to send old Tim some cōal. The old man is sick and can not work. We must not let him want a fire.

Get all the things on your list. Do not forget one. Let the stōrē-kēper wrāp them in pāper. He will tīp them up with twīng.

LESSON 20

ě est less ness

To the Teacher. — See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 14.

Esther and Ěljen are sisters.

Esther is full of good sěnſe. She is older than Ěljen. She is the wíſt est of little girls.

Ěljen is full of play. No one calls her Ěljen. We all call her Little Něl.

Něl is her sister's pět. She takes her in her arms. She sěts her on her kněs. She kissěs her fat little něck.

Něl will sāy, "Tell me some thing nice." What do you suppōſe she meāns? What does she want Esther to tell her?

Esther tells her not one, but těn. No less than těn will do. Těn what, little friend?

Our little missěs have a fīnſ těnt. They like to play in it.

One day it fěl up on them. The wind up sět it. How do you suppōſe they fělt? Do you think they wěpt?



Esther was fearless. She knew the tent was light. When Nell saw this, she did not cry. They crept out and went up in to the attic to play.

But the attic windōw was ōpen. The west wind cāmē in. The little girls went down to the firē. They did not want any sick ness.

Will cāmē in, sāy ing, “See this wrēn’s nest. It was on the grass. It is a wrēck.”

The wind was not kind to the wrēns. Where do you suppōsē the little wrēn was?

LESSON 21

found

“Where did you get the nest?” said Esther.

“I found it in Mōōrē’s Lāne,” said Will.

“It has a stēm,” said little Nēlē.

“Oh, no!” said Will. “This is an oak stēm stick-ing to it. The nest was in an oak trēe. I found it nēar one.”

“Listen to the wind,” said Esther. “There are mōre nests in the trēes. We shall see them all by and by.”

“Will they all fall down?” said Nēlē.

“No, not at all,” said Esther. “This is what I mean: the trēes will be leaf less in winter. When they are, we can see the nests.”

“Oh, that will be so nice!” said Nēlē. “We shall see the little birds, too. The old ones will give them things to eat.”

“What! in the winter?” said Esther. “No, no, there will be no little ones. Little birds do not come in winter. It is too cold.”

“Come here,” said Will. “Let us look out of the windōw. Other things are falling from our trēēs. They are good to eat. Don’t you see them on the grass?”

“I see them,” said Esther. “They swell and crăck ōpēn with the frōst. Go out and get some, Will.”

What do you suppōsē? Will found? Where do you think he found them? What kind of trēēs did they fall out of? Do you think it was cold that day? I think it was.

—••••—

LESSON 22

Terminal d

TO THE TEACHER.—See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 15.

“Come, Frēd,” said Will, “find your slēd. See if it nēeds mend ing. We must give our little Tēd a rīdē. Let’s be his horses!”

Little Tēd rōdē like a man. But such horses you never saw.

They tried to go on all fours. They reared up and eyed each other. One fine steed crowed like a cock. Těd's horses now sped on. They ran as if they could not stop. They never rested.



"Stop!" cried Těd, calling his horses by name. He fear'd he might fall off.

One of them now played lame. The other became the leader. They did not keep to the road. They went from side to side.

"Such wild horses!" cried little Těd. "What are you stopping for now? You must not pelt each other with snow. Horses never do that."

The horses did not listen. Maybe they did not want to hear.

Něd came by and spoke to Těd.

"Your horses don't seem to mind," said he. "You seold them too much. You must be mild with them. Get off the sled and lead them. The snow has māde them wild."

Těd lěd the horses out of the piled-up snow.

"Do you want your lōad lightened?" he said. "You eāmē nēar up sětting the sled. You seem to for get that you have a rīder. If I ḥownēd you, I'd teach you to mind. Now go on, and make good spēd."

The horses listened to him. They sět off down the rōad. The sled skimmed over the snow.

What a fine rīde it was for Těd!



LESSON 23

had	would
-----	-------

Nělļ would like to know how to rēad. If she had a prim er, Esther would teach her. Suppōsē you lend her yours.

Mīnē is a rēader. Didn't you know that? It would not do for Little Nělļ. She must have some thing

mōrō sim ple. She can not rēād at all. She never had a lessōn in her lifē.

She would like to know how to writē, too. She can not make one letter. Esther would teach her if she had pā per.

Here is pā per. Esther māy have all she nēeds. Now Little Nell māy make her letters. Some day I will give her a prim er, too.

Pājnt this spīkē. I would if I had pājnt.

Rākē the firē. I would if I had a pōk er.

Mend your stōck ings. I would if I had a nēedlē.

Get pājnt; *get* the pōk er; *get* a nēedlē; *do* something.

LESSON 24

Terminal d

To THE TEACHER.—See paragraphs 2 and 3 of page 13 of the Manual; also Phonetic List No. 16.

The eat has lāppēd up all her milk.

I think you are mis taken. Some of it lēakēd out of the pan.

Yes, but she licked most of that up. I mopped up the little that was left.

Who picked up the pan?

I did; and I soaked it well. I rinsed it and wiped it, too. Now it is tipped up with the others. Do you think it needs to be scoured?

No, little one; you have cleaned it well. You are a nice, neat girl.

Now you may go out to play. Take the eat with you. She wants to go.

LESSON 25

It was a cold winter night. The day's work was over. All the people were at home.

Each was at his own fire-side.

Fréd and Will had come in from work. Out sides, all was still.

In sides, the lamps were lit. The kettle was singing over the fire.

Supper was over. All the things were put away. All looked neat and home-like. The clock tic ked on and on.

No one had any work to do. Mother's hands lāy in her lāp. We all sat looking at the fīrē.

Miss Lēē had stājd to tēā with us. She had the small rōcker. She rōckēd to and frō be fōrē the fīrē.



Rōshē was nēārest to her. She wěnt and knělt by Miss Lēē's sīde.

“What are you think ing of, Miss Lēē?”

It was mother who spōkē. Miss Lēē an swerēd with a smile.

“I was think ing of our homes,” she said. “It

is sō good to have a home. Sō many pēople have no homes."

"Yes," said mother with a sigh. "How sād it is! A cold night makes one think of the home less."

"Don't let us be sād," said Něd.

"No," said Frěd; "let's fīnd some thing to do." And he told us all what to do.

He mādē Rōšē get her knitting. He put lit'lē Těd in to mother's arms. He sěnt Will for some nice, sweet pippins. They were to rōast. Will found some pōpcorn, too.

Frěd rākēd the fīrē. He found the corn-pōpper.

The boys pickēd the corn from the ēārs. They put it in to the pōpper.

They put it over the rēd eōāls. They put the pippins nēar the eōāls, too.



They had to tend the corn and the pippins. Frěd did not take his ēyēs off them. They had to be rōlēd over and over.

"Now, Miss Lēé," said Frěd, "tell us some thing nice. Let it be a tāle of the West."

Miss Lēē knew many tales. She kěpt us listen ing for a good hōur.

In the mean tīmē, the corn was pōppēd. The apples were rōastēd, too.

Frēd handēd us the corn. Will handēd us the pippins. We all liked̄ them. We had some home-mādē cākē, too. And each of us had a eup of milk.

At nīnē, Miss Lēē wěnt home.



LESSON 26

ed

To THE TEACHER. — See paragraphs 2 and 3 on page 13 of the Manual ; also Phonetic List No. 17.

Fred led the horses down to the c̄rēk. They nēed̄ed water. They wād̄ed out in to the c̄rēk.

Fred wāit̄ed for them. When they cāmē out, he pātt̄ed them, and led them home.

On the way he mēt̄ little Kate.

“ I have the medal ! ” c̄ried Kate. “ I tried to be a good girl. I wasn’t sō good as I tried to be.

"But the teacher knew that I tried. She praised me for trying. I can keep the medal a week."

"You are like the horses," said Fred, smiling. "You like to be praised and petted. I suppose you like to be fed, too. Would you like this red apple?"

But Kate wouldn't take it.

"You meant it for the horse," said she. "I don't want all the good things. The medal is all I need to-day. Give the apple to the horse."



LESSON 27

To THE TEACHER.—See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 18.

What makes your face so red, Çeçil?

I ran a race with Ted.

There is n't much space for racing here. Did you and he tried side by side?

Ted would not try be side me. So we ran to and fro.

Do you call that racing? You are fine racers. Which one of you beat?

I beat with ēasē. I am the old er. Ted thinks he can leap over that fēnçē.

I see he has lēft his eāp there. Get it, Ted. No eāp less little boys for me!



Now çēasē your play ing and come in. I want you to æet like little mice. Here is some rice for you. Take this plāçē, Çēçil. Don't tilt your seat. It is sāf est to sit still.

—••••—

LESSON 28

ü un

To THE TEACHER.—See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 19.

Seat! Seat, I sāy!

What's the mat ter, Miltōn?

Oh, such fun! The eat eūffed her kittēn's ear. Shall I pūmp water on her?

No, no! Is n't she the kittēn's mother? She must teach her kittēn how to æet. What did she eūff her for?



For trying to drink out of
her cup.



Did the kitten run a way?

Not un til I said “Seat!” When she ran, the eat ran, too. They went under the fence.

What good did your unkindness do? The kitten will not like you now. She thinks you meant to frighten her.

There is the old eat now. She has lain down in the sun. She is going to give herself a sunning. Now she's licking the kitten all over.

She knows how to treat her little one. You can not teach her any thing. See the kitten cuddle down to her mother.

Well, never mind the eats. Let's go nutting. Each puff of wind scatters a good many nuts.

We must have some thing to put them in. We will take a couple of sacks.

Let's go a cross that clover field.

Now we are in the forest.

That is n't a nut, Milton; it's a lump of mud.

Keep out of that puddle, Ted! Don't you see it?

You would go any where for a nūt. There's mūd on your kilt, now. You are not the neatest of little boys.

Will you have some thing to eat?

Yes, please, I will.

Well, here is a nice mūffin. It is eūt and buttered. My hands are nūmb with the cold.

Never mīnd the nūmbness. The cold makes the nūts come down. They never fall in sūmmer.

Let us do a little runnīng. We shall sūffer less with the cold.

How many nūts have you found?

I have tēn. When shall we go home?

Not un til I have my sack full.

You will not fill it to-day, my lăd.

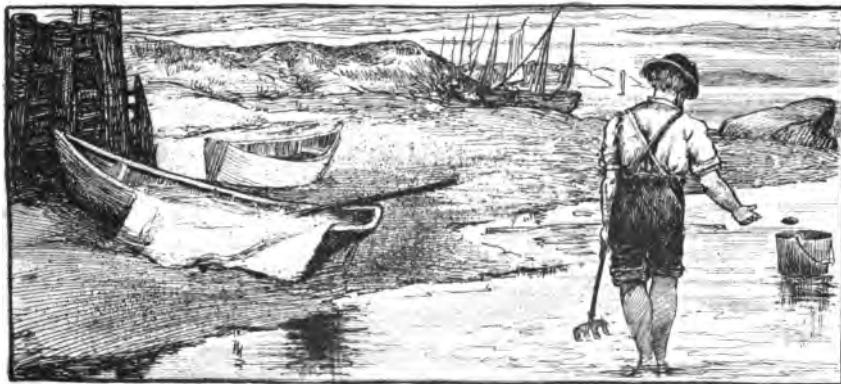
LESSON 29

sh ish

TO THE TEACHER.—See paragraphs 2 and 8 on page 13 of the Manual; also Phonetic List No. 20.

Mr. Fisher was a fisher man. He fished day in and day out. He wēnt out to sēa to fish. There he found all the fish he wanted.

At low tide he fished for clams. He found them in the mud. He felt for them with his toes. He could tell them from stones that way. No stone has the shape of a clam.



He would take them from the water. He would toss them in to his pail.

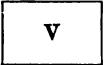
Each clam was shut up tight. Clams never open when the water is shallow. They wait until the tide comes in. At that time, they open wide.

Mr. Fisher sold most of his clams. He kept some to take home. They were for his wife and little ones. They were nice and fresh. They were eaten for supper.

Some tīmēs Mr. Fish er wěnt fish ing for shăd. He wěnt to the strēām for them. They swam there in shōāls. The shăd is a shy fish.

Did you ever tāstē shăd rōē? Did you like it? Mōst pēoplē think it is nice.

LESSON 30



v

To THE TEACHER.—See paragraphs 2 and 3 on page 13 of the Manual; also Phonetic List No. 21.

I knew a little Spanish boy nāmēd Rōl/ō. Rōl/ō is not a Spanish nāmē. I don't know how he cāmē by it.

He had come over the sea to our land. He called it the land of the west.

He told me the nāmē of his ōwn land. He said it was Spān.

He cāmē over in a sail ing věssēl. The sails were mādē of a stout cōtton stūff. It was called can vās. Stēām ships have no sails.

Rölkö was an honest little fellow. I wanted to invite him to my home. Mother said I might do so.

One evening I went to see him. He had fallen ill with a fever. He was sick seven weeks.

People said he would never get well. Even his mother feared he would not.

She did many kind things for him. She saved his life. But he became peevish. I did not like him any more. Still I went to see him.

It did little good. When I spoke he would not answer me. Some times I wanted to shake him.

One day I found out some thing. It came up on me like a flash. I said to myself, "He can not hear!"

I was right. Rölkö had lost his hearing. He has lost it for life. He will never hear any more.



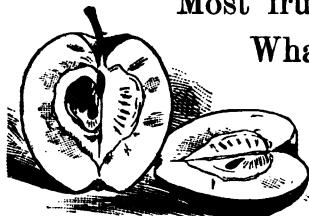
LESSON 31

Name some fruits, my boy.

I will. Apples are fruit. So are peach es. Plums are fruit, too.

That is right. Fruit is good to eat, is it not?

Most fruit is good to eat.



What do you know of seeds?

I know that we plant them.

Where do we get them?

We get them from trees and plants. Some come out of pods.

Beans and peas come from pods. Some come out of apples.

What do we plant seeds for?

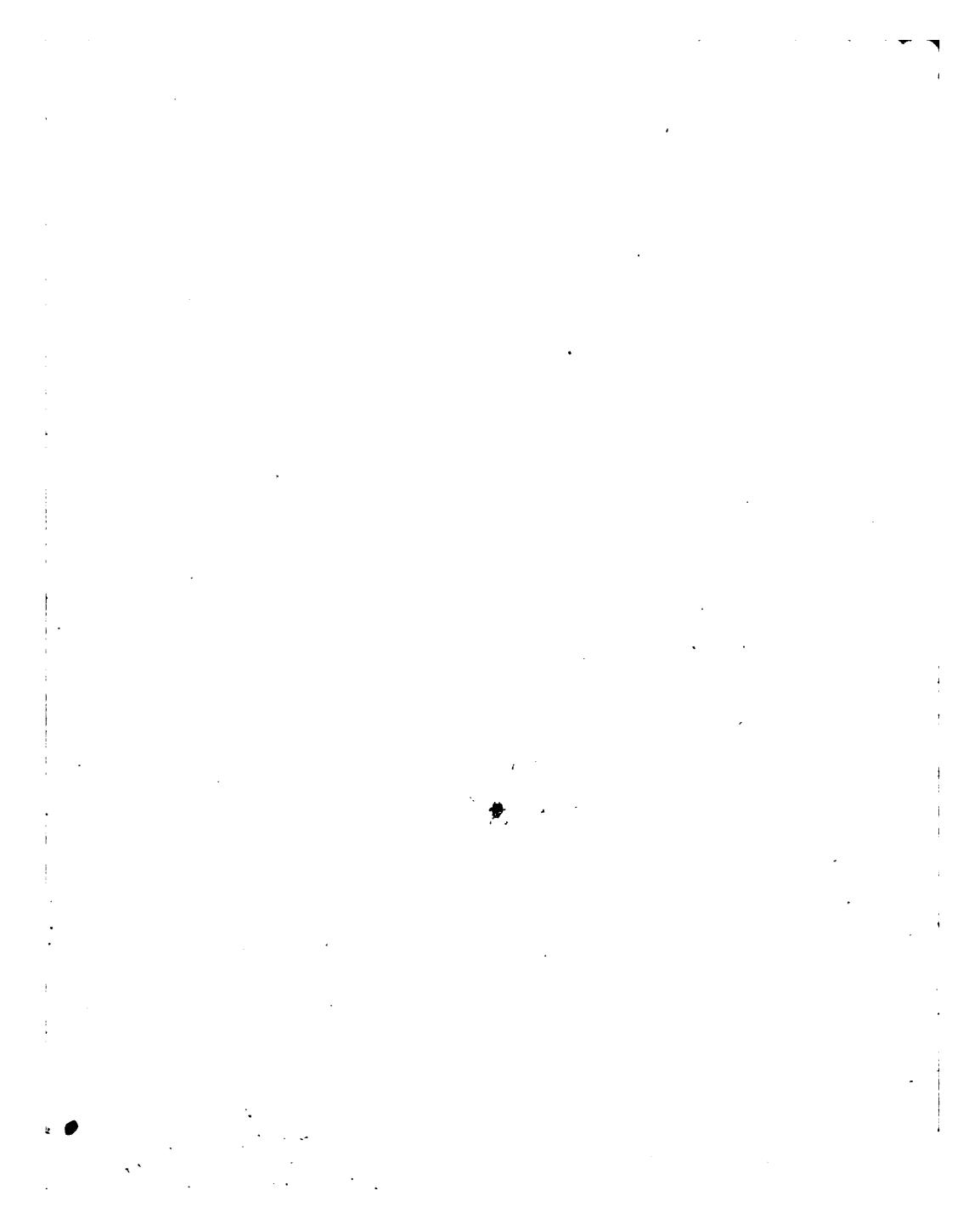
To get more plants and trees.

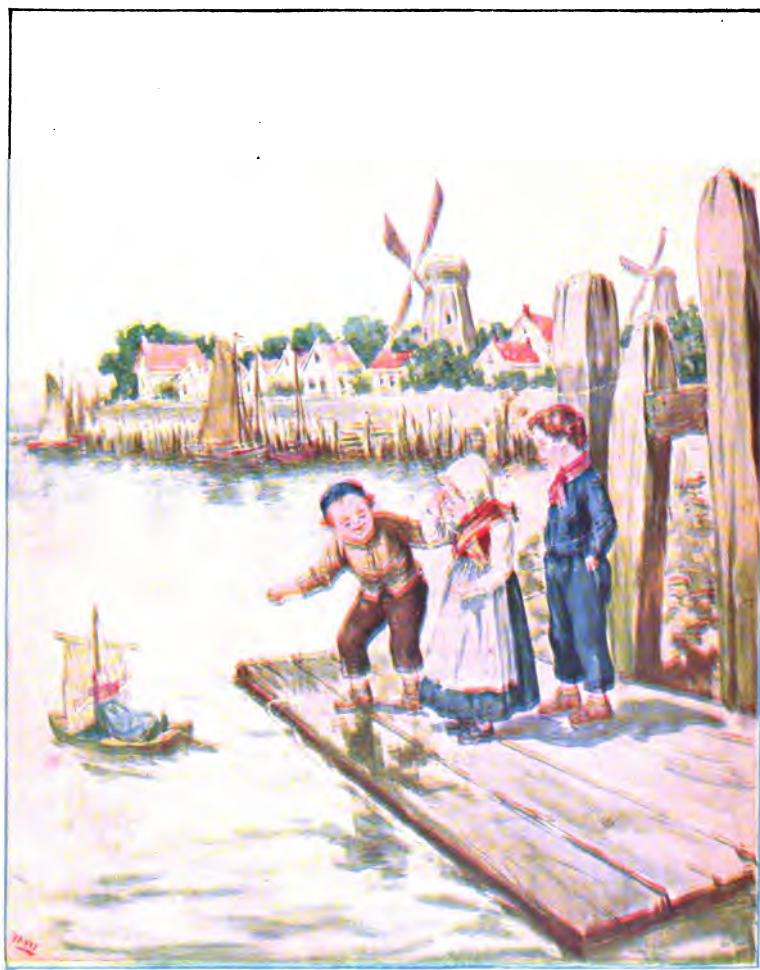
How do we do this? By planting seeds?

The sun heats the seeds. The rain wets them. They become little plants, and spring up. Each plant has a stem and leaves. The sun shines on them; the rain wets them. The plant gets taller and taller. Some plants become trees. By and by the fruit comes. We eat the fruit, but we save some of the seeds to plant.

Do we not sometimes eat the seeds themselves?

Yes, we do. Beans and peas are seeds. We eat most of them, but not all. If we ate all, we could not plant any. Then there would be no more beans and peas for us.





PICTURE FOR A STORY.

FIRST READER

PART II

LESSON I

Wee Winnie

i y ly

1. This is little Winnie. She is a fat and smiling little girl.

2. Do you want to know how old she is? Well, look and see. Can you not tell?

3. Winnie is a lively little girl. She is full of play. She romps merrily all day. She is the family pet.



4. Her mother has a nice eʃun tr̄y home. Near it, there is a river. There is much sand beside the river.

5. Winnie likes to play in it. She plays there every fine sum mer day. On rājn̄y days, she plays at home.

6. Her play mate is a kid. This is her eʃun tr̄y pēt. She has a city pēt, too. But I must not speak of that now.

7. The kid is a timid little thing. It likes Winnie věr̄y much. But there is some one whom it likes still mōr̄e. It is old mother Nann̄y Goat.

8. Winnie's mother has a fine city home, too. She and Winnie live there in the winter.

9. The city pēt that I spōk̄e of live_s there. It is a little puppy. Winnie likes him even mōr̄e than she does the kid.

10. Mr. Puppy is a live_{ly} little dog. He rōmps and plays with Winnie all day. He is much fonder of play than the kid is. He is not at all timid, like the kid.

11. Winnie thinks him a funny little fellow. She tells him so as well as she can.



12. What do you think she is say ing to him now? Aliçë thinks she is tell ing him stōriës.

13. He looks up at her with shin ing éyes. He seems to listén.

14. Our little girl's "stōriës" must be funný ones. No one but the puppý knows what they are.

15. Be fôrë Winnië's çity home is an other home. It is in a tall trëe. In it livë a mother and five little ones.

16. They all have wings and beaks. All the little ones have down y éoäts. The mother's éoäat is not so soft.

17. The little ones want to eat all the tîmë. The mother gets flîës for them. She feeds them one at a tîmë. They keep her at it all day. "Such little eat ers you never saw."

18. Winnië often goes to viş it them. When she sees them, she crôwş. When they say "pêşp," she clâps her hands. She wants them, too, for pëts. But she can not have them. She would not know how to treat them.

LESSON II

The Easter Eggs

garden	bush	rabbit	then
--------	------	--------	------

1. It was Easter Sun day. Säl ly and Fred wěnt out in to the garden. What do you think they wěnt to look for?



2. They wěnt to a corner of the garden. There was an old rōse-bush there. The limbs of the bush were lōw.

3. Our little fr̄iends cr̄ept soft ly to the bush. A fat rabbit eām̄e out from un der it. The rabbit slipped a way un der the fēnc̄e. Then he seampered off in to the fēld. How he did kick up his heel̄s!

4. "Oh, did you see that?" cried Säl ly. "Now we shall find some!"

5. Then they lifted the limbs of the rose bush. They looked under them. There lay a violet egg. Beside it was a red one.

6. "Take the one that pleases you," said Sally. She was not a selfish little girl.

7. "I know you are fond of red," said Fred. And he picked up the red one for Sally.

8. "I will take the violet one," he said. So he picked that one up for him self.

9. Then Sally and Fred ran in. They showed mother and sister the eggs. They told them where they had found them.

10. Cosjin Peter was there. Now, Cosjin Peter likes to taste. When they told him of the rabbit, he said, "Was it a red or a violet rabbit?"

11. "Oh, Cosjin Peter," cried Fred. "You are only making fun of us. You think there was no rabbit in the garden. But we saw one there. It was under the bush. When it saw us, it ran swiftly out of the garden. I wish you had seen how active it was."

12. "It must have smelt the eggs," said Cosjin Peter. "May be it came to eat them. What a pity it was to take them away!"

13. But Săly and Fred do not think so. They be ljevę that the rabbit lăid the eggs.

14. "Let's strike our eggs one up on the other," said Fred. "Then we'll see if they are Easter eggs. Are you ready?"

15. Săly's egg was cracked, and Fred's crushed the shell. It was not red in side. It was nearly full of meat. There was a little empty space at one end.

16. "They are like other eggs," said Săly.

17. "All but the out side," said Fred. "Common eggs don't have red and violet let shells."

18. Săly and Fred saved the eggs for supper. Then they ate them.

LESSON III

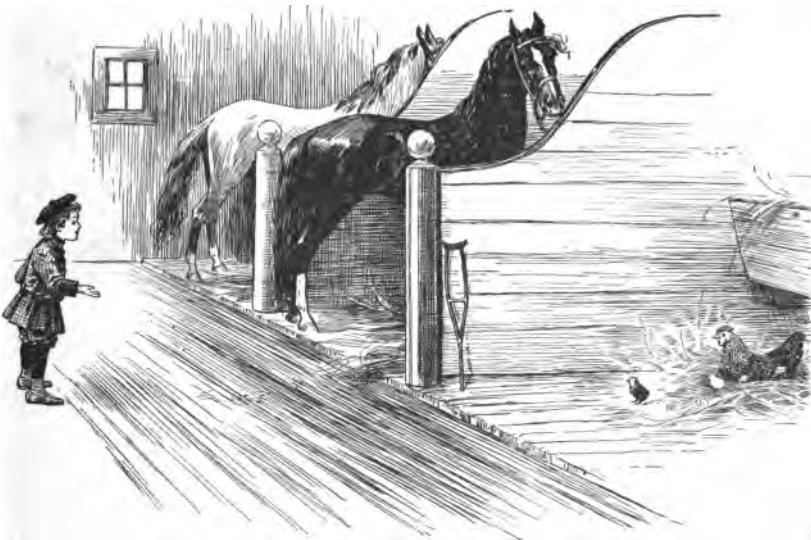
Richię and the Chicks

ch

1. It was a sunny day in the eountry. A downy little chick stepped out of his egg shell. A piece of the shell was still on his neck. The other pieces were in the nest.

2. A little child was nēār. It was our ōwn little R̄ich̄ie. When the chick said “Pēep!” R̄ich̄ie ran to look.

3. “I can not find the chick,” he cried. So Sālly shōwed it to him.



4. The nest was nēār Mäck’s stall. Mäck is our chest-nūt horse. He was muching his ōats. The eōach man had given him his fodder, and lēft him to eat it.

5. R̄ich̄ie chuckled when he saw the chick and its mother. They were over in a corner nēār the stall.

6. “I’ll cātch that chick!” said he. But he did n’t

know how to commēnç the chāsē. And the chick would not come out of the corner.

7. "I'll feēd it some corn," he said. So he seat-terēd a little corn nēar the stall. Then he callēd, "Here, chick, chick, chick!"

8. But the chick had never seen corn. She did not know what it was. She did not even know her ōwn nāmē.

9. "You are right not to come," said Richie. "The corn would chōkē you. You are too little to pick it up. You are not an hour old. I must trȳ some other way. I want you to come out in to the garden pātch. I'd like to see your mother teach you to scrātch. Under the rōshē bush is a good plācē. I'll not let the rabbits chāsē you."

10. Lāmē Sammȳ's crūtch was lēaning up in the corner. Richie snātched it and ran nēar the stall. He tried to reach the chick with the crūtch.

11. Mack did not like the crūtch so nēar him. He lifted one of his fēet.

12. It was funnȳ then to see Richie run. He never stōppēd un til he had sāfēly reached the pōrch. His mischief was end ed for that day.

LESSON IV

The Dājsý

d dr

1. A sweet little dājsý lívéd in a fjéld. She smiléđ and nödded all the súmmer day. She dē light ed the eyes of all who wént by. She was

Ever chēérý,
Never dréárý.

2. When the rājn drénchéđ her, she did not mīnd it. The sun's rāys kisséđ her dry. She liked the kind sun.

3. On windý days she nödded and smiléđ mōrø than ever. Some tímęs she looked down at the sōd be lōw. Then she would rišé a new on her slender stém.



4. She seemēd to spēák in her dāñt̄y way. She seemēd to sāy, "I like to dwell here in the f̄ēld. It is nīç er than the dust̄y rōād. It is a dēārer home than the garden rōs̄eš have. I shall līv̄e and dīe here if they will let me."

5. But one day Dōtt̄y Dimple eām̄e by. She and Dick Duntōn were out for a strōll. They saw the dāñs̄y play ing with the wind. Dōtt̄y said she must have it.

6. Dick dāshēd over the fēnç̄e to get it. Dāñs̄y criēd out as he eām̄e nēār.

7. He reachēd out his hand for her.

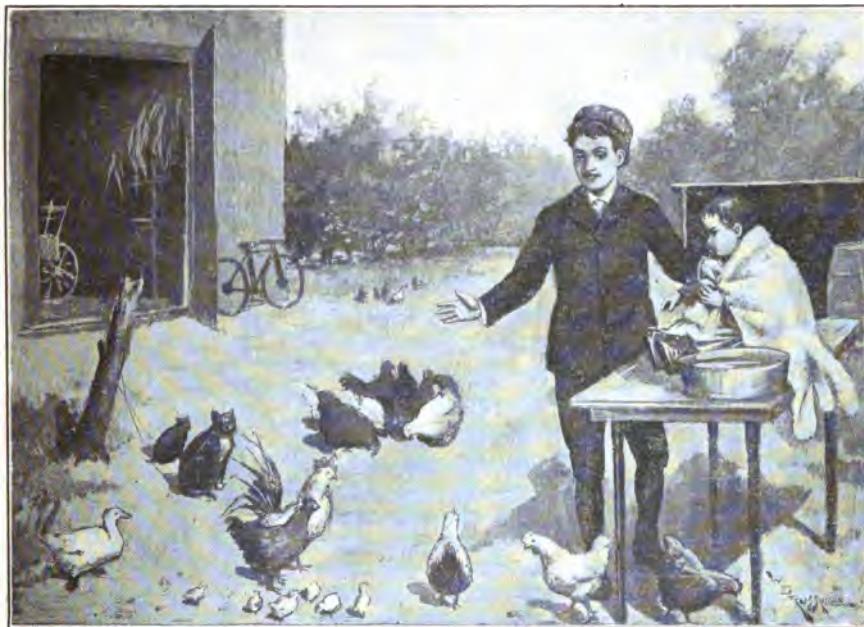
8. "Plēaš̄e do not tōūch me!" she criēd. But he did not hear her. He plückēd her and eārriēd her to Dōtt̄y Dimple.

9. Dōtt̄y handlēd her tender ly. She eārriēd her home and put her stēm in to water. But it was all in vāñ. The vās̄e was not the f̄ēld. In a shōrt tīm̄e Dāñs̄y was dēād.

LESSON V

Brother Běn's Shōw

b bl br



1. Bābý Bunting wěnt to see the shōw. It was in Brother Běn's bāck garden. No bōdý wěnt but Běn and Bābý Bunting. Shall I tell you all a about it?

2. Well, there were some wild beasts in the shōw. One was Tăbbȳ the blăck eat. An other was Chip, the kittēn.

3. Then there was an ōstrich. That was Běn's fat dǔck.

4. There was a Chīnēsē lantern swing ing from a trēs. It had a light ed candle in it.

5. Of eōursē there were some tūmblers. One was Bābȳ's ōwn Jack-on-a-stick. An other was Běn, who wěnt on his hands. An other was Bābȳ him sělf. He triēd to run on all fōūrs. He only fěll on his nōsē and criēd. Běn told him he was not there to ăet. "You are to look on," he said, "but you shall play in the band. Here is a fifē for you."

6. So Bābȳ Bunting playēd the fifē. Běn bea the drūm and knōekēd on a tin bāsīn. Nērō, the dog, mādē a měrry din, too. It was a finē band.

7. There was a trick rider. This was Běn on his bīcȳcle.

8. Běn fětched a lamb-skin mat from the stoop. He put it on and wěnt on all fōūrs. He bleated like a lamb. He rōarēd and bellōwēd and brāyēd. He said that he was fōūr beasts in one.

9. "Now I am a wild boar!" he cried. But the lambskin fell off. This showed the body of a boy.

10. He leaped to his feet, shouting, "Oh, I know the best thing of all!" Then he ran in to the kitchen.

11. When he came back, what do you think he had? A live lobster in a pan of water. He went all over the show, crying, "Lobster over board!"

12. Baby Bunting looked at the lobster. He liked to see it try to swim. Ben would not let him put his hand near it.

13. "Now you must be the show your self," said Ben. "Where is that rabbit skin? I want it to wrap the Baby Bunting in. The lambskin will do."

14. He put the lambskin over Baby Bunting's shoulders. Then he placed him on a small table. He waved his hands to the chickens.

15. "Come one, come all!" he said. "Come and look at the only live Baby Bunting."

16. Mother came out to look for the lobster. She found her boys in fine spirits. She smiled at her Baby Bunting. She said Ben's show was a very good one. "And how well you mind the baby, Mr. Showman!" she added.

LESSON VI

Break fast Time

Obscure vowels



1. Ting-a-ling-a-ling! That's the bell. Come to break fast, brother.

2. Sit up straight. Take your elbows off the table.

Lāy your nāpkin so. Take your knīfē in your right hand. Do not reach acrōss the tāble. Hand your plate to the one be sīdē you. Don't make so much fuss, my chīld. Good little boys sit still at meāls. They wāt un til the old er pēoplē are attend ed to. You make me a shāmēd of you. Here is a eup of chōeolate.

3. Are there any čāraway seeds in this bisevit?

4. Never mīnd your bisevit un til you have eatēn your musk mēlon. Then you must have some ōat meāl and milk. Then come the ōme let and the eold müttōn.

5. Mother tēlls me müttōn is the flēsh of sheēp. What kind of an īmal is a sheēp? Is it any thing like a eamēl? I saw eamēls in Līna's atlas. They were crōssing the dēsērt. Every eamēl was led by an Ārab.



6. No, the eamēl līvēs in an other clīmate. The sheēp is much smaller and not at all like him.

7. Do we eat the flēsh of the büffalō and the līon?

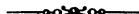
8. Not of the līon. We eat büffalō meat some tīmes. But you must not have so much to sāy. I want to see you eat your brēakfast.

9. What is in that dish?

10. Only some of farmer Tool's běrříš̄s.

11. I'd like a pěč̄e of citron eākē. Shall we have water mělon for dinner?

12. Māy be so. We'll attend to brěák fast now. One thing at a tīm̄s, my lād.



LESSON VII

My Drēam

th	th
----	----

1. I was a wākē when the clōck strück thrēe this morn ing.

2. The sun was not up, so I lāy still. I trīed to eātch an other năp be fōr̄ daylight.

3. I fěll a slēep, but not in to a dēep slēep. I drēamed I was in Sānta's pălač̄e. I had often wished I might go there.

4. There was a thrōne in the pălač̄e. There were stěps on all siděs of the thrōne.

5. Sānta sat like a king up on the thrōne.

6. He wōrē a rōbē of red věl vět. It was trimmed with bright fěāth ers.



7. His fāçē was rō sÿ and smil ing. His beārd was snow ý.

8. He eallēd me to him. I stěppēd up be sīdē him on the thrōnē.

9. From there I could see the childrēn of many lands. They were all rē cēl̄v ing Chr̄ist mas play things.
10. Some were tak ing them out of stōck ings. Others found them on Chr̄ist mas trēes. A sick child found his on a trāy by his bēd sīde.
11. One little Span̄ish boy had a līv̄ pār rot.
12. A little Dūch girl had skates and a wind mill.
13. A Frēnch girl had a bunch of dāj s̄iēs for her bōn nēt. Her sis ter rē cēl̄vēd a ring. Bōth looked dē lighted.
14. Many girls had dōlls and new sēts of dishēs. Thōs̄e girls seemēd much pleasēd.
15. Many boys had drūms. Some had rōck ing horses. Thōs̄e boys were rīding as if in a rācē.
16. Bāb̄y had a rūbber ring to eūt his tēeth up on. Sister had a sil ver thimble and a nēndlē-eāsē. Brother had a new blāck bōārd, with rūbber and all.
17. Such a flūtter as the little fōlks were in! Such a skipping and eāpering and crying out!
18. We lookēd in to all the eōuntriēs where Chr̄istmas is kēpt. Old Santa know̄s them all. He sat on his thrōnē and lookēd up on the “shōw.” He smilēd all over his rōs̄y, fat fācē. This was his Chr̄istmas morn ing treat.

19. Again the clōck strück. This time^s thōugh, it strück sēvēn.

20. The sun was up, and mother was eall ing me.

21. Brěak fast was rěadý.

22. At brěak fast I told mother of my drēam.

23. She said I had drēamēd a bout some pictures I had seen. They were in my rēad er.

24. I think she was right. I wish thōugh that the pälace were real. I want to see Sānta. Dōn't you?



LESSON VIII

All at Work.

once	been	sew
eight	says	pretty

1. Are you making that chickēn brōth for Mr. Smīth, Sādię? Will he like it?

2. Yes, Annīę, he is věry ill. He can not eat anything sōlid.

3. The brōth is thin, but there is a thick frōth on it. Shall I skim that off and thrōw it a way?

4. Yes, if you please. Where have you been all the mōrn ing? I have not seen you once.



5. Oh, I have been sewing. See, is n't this tāble mat nice ly worked?

6. It is věry pretty indeed. You have māde the let ter E on it. For whom are you work ing it?

7. For Ěmma Smith. I have now worked her eight. I have fōr mōre to do. Ěmma says she is nēar ly out of fine ones.

8. This is věry fine work in dēed. Are they all as neatly worked?

9. Oh, yes, I think so. I did the fōrth on the sēond day I worked up on them. When one knows how to do this work, it's easy. It's no bōther for me to sew. When my sewing is finished, I fold

it up neatly. Then, I lāy it a way with my thimble and thrēad.

10. Are thēsē mats as finē as mother's?
11. Yes, but the stitching is not so pretty. Mother says hers are the nicest she has ever seen. But one never finds the sāmē kind more than once. I have been several days look ing for thēsē. You see there is a pretty wrēath in each corner.
12. It is a good thing to be able to sew. Bōth Emma and I can sew vēry well. But neither of us can sing.
13. Well, it is tīmē to take Mr. Smith his brōth. I shall have to lēave you. I wish you would come with me. The wēather is finē and the thrushēs are singing.
14. I can not go. Here is Tōmmȳ crȳing. He has thrust some thing in to his thūmþ. I must take it out for him. He has been picking thisflēs, I suppōsē. Hear what he has to sāy. Where have you been, Tōmmȳ?
15. I've been over in the mēadōw, fīnd ing thisflēs for Rōsē. See, I have eight pretty ones. When I was picking the nīnth, I prickeð my sēlf. See how my thūmþ is bleeding.
16. You did that once be fōrþ. Will you never know any bētter? How old are you, prāy?

17. I was eight yesterday. That's pretty old, I know. I'll not cry any more. Wait till you hear what Rōšę says a bout thēsę thisles! She is going to drēss them for mother. They will come out like snowballs.



LESSON IX

Look ing at the Ships



1. Fannę and Fränk have come down to the sēshōrę. They have been here about an ȳour. Fannę left her sewing to come. They are sitting on this bänk to see the ships go by. Some are sailing věssěls, and some are stēam ers.

2. There is a strōng wind blōwing. The sailing ships fly swiftly a lōng be fōrę it. The childrěn have seen eight go by with in the ȳour. The sight is a pretty one.

3. Fannę does not like the stēam ers much. She says the bläck smōkę they make is not pretty.

4. Fränk likes them bētter than the other věssěls. He sees a can non on one of them. At sun sět, the

can non says "Băng!" Frănk says, "Thănk you! I like that sōng."

5. Fanný puts her hands over her ēars. She says the can non dăfēns her.

6. Is that a pīlot bōat com ing a shōr?



7. Yes; it is a pīlot bōat. But it is not coming this way. It is go ing tōward the rīver. Be fōrē lōng, it will reach the bāy.

8. Is that a bărrel out there? See it ăppēar and go out of sight once more. There is some thing in it. I be liēvē it is a bĕll. I hear a tănkling.

9. Yes, the bärrel is änehöred. The bëll is rëng by every wävë that lifts it. The water is shallöw thëre. You see the bärrel is päjnted red. That is to make it ëasý to see. The ships këep a way from that spöt. At night they hear the bëll.

10. Once a ship sänk there. It strück on the röcks at löw tide. That was beforë the bärrel was änehöred there.

LESSON X

The Döñkeý

busy	business
------	----------

1. There was once a döñkeý that liked to bräy.
2. "What do you bräy so much for?" said his öwn er one day.
3. The döñkeý önly bräyed again. That was his way of answering. His öwn er was a busy man. There was much for him and the döñkeý to do. He had little tïmë to listen to the bräying.
4. He did listen some tïmës, how ever. He knew that

the brāying was the dōnkēř's spēch. He wanted to un der stand what his dōnkēř měant.

5. At lēngth, one day, the dōnkēř said some thing věrř plājn ly. He said, "I work for you all day. This is my business as well as yours.



6. "You must give me what I make. That sil ver the pēopple give you is bright and pretty. Some of it is mīne. I want it.

7. "Here we are on the brink of a strēam. We have been here eighty or ninēty timēs. I have drūnk of this

water many a time." As he brayed thus, he drank again.

8. "It is a pretty stream," he went on. "I have crossed it on this plank. I have carried your loads over on my back.

9. "You have driven me across again and again. You have never thanked me. You make me do all the work. But all the pay you take your self. I feel that this is wrong. I must speak out against it.

10. "Some day this plank may break. Then my load and I will go down. We shall sink and be carried down the stream.

11. "I don't like to think of that. This is not a safe business. If you keep me busy at it, you must pay me well.

12. "I will not cross this plank again. I will not carry your load over. I will not do any thing more until you pay me better. You must divide all that silver with me."

13. "What would you do with the silver?" said the man.

14. "I would eat it, of course," brayed the donkey.



15. "That is all a dōnkēy knows!" said the man.
"Here, take this pjēçē be ween your tēsth. See if
you think it good fōdder."

16. The dōnkēy clōsēd his tēsth on the pjēçē of silver.
He lookēd as ton ishēd. He had eaten bētter fōdder than
that.

17. "It isn't so good as grass and ōāts and corn,"
he brāyēd.

18. "Well, then, suppōsē you lēavē me the silver,"
said his ōwner. "I will give you all the grass and
corn and ōāts you can eat. In this way we can do
business."

19. The dōnkēy blīnkēd a good dēal. He brāyēd no
more. He wēnt over the plānk, and it did not brēak.

LESSON XI

The Bāg pīpē

g	gl	gr
---	----	----

1. Grāçē was sew ing on the ēast pōrch. She stōppēd
her work and lookēd tōward the lāngē. She was listen
ing to the gēsē.



2. "What are they gabbling so for?" she said to her self.

3. The latch clicked, the gate opened, and in stepped a man. Gracé had never seen him be fore.

4. "I be lively he is a beggar," she said. "What a big man! And how odd ly he is drressed! And what is that over his shoulder?"

5. It was a bag-pipe. Did you ever hear one? The picture will show you how it looks. You see the man has on a kilt and a sash. How do you like the way his feet are drressed? Do you think his cap pretty?

6. He was not a beggar. He said he would play for

Grāçø. She might pay him with a din ner. Grāçø called her mother. Nērō cāmø out, too, wāggøing his tail.

7. Mother was dē light ed when she saw the man. She knew right a way where he cāmø from.

8. "You are a Seōtch man," she said.

9. "Yes, I'm from Seōtland," rē pliēd the man, smiling. "I kēp on my nātivø drēss to shōw it. The pēoplø of your countrø like to look at it. But they don't want it for them sēlvøs."

10. His spēch was as odd as his drēss. But Grāçø liked it. I suppōsø that pēoplø in Seōtland would think our spēch odd.

11. "I think the Seōtch drēss is vērø pretty," said mother. "And I am glād you are going to play for us. Plēasø be gin."

12. The way that bāg pīpø scrēchød was vērø funnø. Grāçø sprāng to her fēet. She clāppød her hands to her ears. She was going to run a way. But she stōppød to look at her mother.

13. Mother's éyøs were say ing, "Think of the man's fēel ings. Never mīnd your ōwn. Sit down again and listen. Don't for get your man ners."

14. So Grāçé sat down and smilēd at the man. But Nērō was not so pōlītē. He put up his noşē and howlēd. He seemēd to be trȳing to out-do the băg-pipē. He had never sŭng such a sōng beforē. Then he tried to drīvē the man a way.

15. "Be ȳōnē!" he said, as plājly as a dog can spēak. And he said it over and over again. Then he mādē as if he would bītē the man's lēgs.

16. "Your dog does not like my play ing," said the man.

17. "No," said mother, "he has on ly a dog's tāstē. But we thānk you vērȳ much. Now you must have some thing to eat. Lie down, Nērō."

18. Lünch was nēar ly rēādȳ. Grāçé gāvē the Seōtch-man some griddlē eākēs to be gin with. Then she gāvē him some beef stēak and pōtātō, with grāvȳ.

19. As the Seōtch-man ate thēsē good things, he told stōrīes of Seōtland. He prāisēd her he rōēs, who had many tīmēs sāvēd his eōuntrȳ. He brāggēd of Seōtland's glōrȳ and shōwēd the Seōtch flāg. Grāçé thinks our flāg much fin er. We all do.

LESSON XII

Jāmič

g j

1. Jāmič was a little nēgrō boy. He līvēd with his mother in a small frāmē eōttage.

2. He was a gēnerōus little fēllōw. He liked gīnger-b r e a d, but would give Jānē all he had.

3. Jānē was his sister. He never grūdgēd her any thing. "That would be stingy," he said.

He called her Jēnný for a pět nāmē.

4. Of eōvrsē Jānē was a little nēgrēss. She was a jōl ly little rōgūč, full of fun and mischief. She liked to play jōkēs on Jāmič.



5. One day, a gěntleman drōvě up to the cöttage. Jāmě's mother was stand ing in the dōør way.

6. "I want to ěngāgě a small boy," said the gěntleman. "He will have to rīdě in my cärriāgě with me. Every tīmě I stōp and get out, he will mīnd the horse. When we reach home, he will take the horse to the stāble. Then he will sit just in sīdě my dōør and an swer the běll. He will have to do this from twělvě to thrēš. My ḏffīčě hours are from twělvě to thrēš."

7. "Jāmě is on ly eight," said the little boy's mother. "He is too small to go to work."

8. "He is as bīg as mōst boys of těn," said the gěntleman. "So much rīd ing in my būggý will do him good. An out-of-dōør lifě will make him grōw."

9. "But he can not rēad věrŷ well," said the mother.

10. "I'll teach him to rēad, and more things be sīděs," said the gěntleman. "I want him. He is clēan and neat. His teacher tells me he is a good boy. I hear he is kind to his sister. I like him and will be good to him."

11. The mother did not ḏbjěet any more. Jāmě wěnt to līvě with the strāngě gěntleman.

12. Little Jěnný had no one now to play tricks up on.

She missed her brother all day long. She was věry sad and lonely with out him.

13. Jāmič sāvēd up his wāgēs. He gāvē his sister a māgpič in a gild ed eāgē. This was to pāy her for fēd-ing his pīgēōns.

—••••—

LESSON XIII

The Māgpič

a ô

1. Jěnný's māgpič knew how to talk. It was al ways chattering. It had a bout for tý funný say ings.
2. It liked to have bright things in its eāgē. Jāmič brōught it bright beads to play with. Jěnný gāvē it scrāps of gāy rībbōns and drēss goods.
3. When Jěnný's mother seold ed her, the māgpič would seold, too. It would call out, "Don't be naughtý. Don't be naughtý." Ór it would cry, "You ôught to pray! You ôught to pray!" Some one had taught it to say thesē things.
4. When Jěnný played with her rāg döll, it would

say, “Flög your daughter! Flög your daughter!” But Jěnný was too fond of her daughter to flög her.

5. When the kěttle bubbled over, the măgpië would

say, “Thaw it out! Thaw it out!” It did not know what “thaw” means.

6. Some times it would shout, “Tōm Thumb's a dwarf! Tōm Thumb's a dwarf!”

Again, it would be, “The giant's up the bean-stalk! The giant's up the bean-stalk!”

7. “Where is the bean-stalk?” said Jěnný, one day.

8. “Pawl's a pauper! Pawl's a pauper!” replied the măgpië.

9. “Oh, you sil ly bird!” cried Jěnný.

10. “I'm a jack daw! I'm a jack daw!” said he.



11. "No, you're not," said Jěnný. "You're only a silly măgpię."

12. "Jěl ly and jam! Jěl ly and jam!" cried the măgpię.

13. "But where's the bean-stalk?" said Jěnný.

14. "Put salt on it! Put salt on it!" replied the bird.

15. "Yes, I guess that's the way they caught you," said Jěnný. "They put salt on your tail."



LESSON XIV

Hărrý's "Good-Night!"

h wh

1. Hărrý had been helping his mother all day. It was almōst bedtīme, and he was tirēd.

2. He had chōppēd the meat for the hăsh. He had whipped the creām and bakēd the bückwheat-eākēs.

3. He had brōught in eightēn hěavý pails of water. He had whittled a stick to stōp a hōlē in the pūmp.

4. He had drīvēn the hěifers to the fjēld in the mōrn ing. He had brōught them bäck at night.

5. He had hĕld the bābŷ whilē mother gĕt the dinner rĕādŷ. He had fed the hĕns and drivĕn a way a chickĕn-hawk.

6. He had whisłed at his work mōst of the day.

He liked to kēp busy. Mother said that he was the best hĕlp er she had.



7. All the work was finisħed now. Mother said she would play for him awhilē on the ôrğan. She said he might liē down and rest.

8. Hărrŷ fĕll a slēep and drēamēd he was in hĕavĕn. He thōught the ôrğan was playēd by aṅgĕls with whītē wings.

9. It was his mother play ing sweet hÿmÿs. At lĕngth she stōppēd and clōsēd the ôrğan.

10. Then she wākēnēd Hărrŷ and sĕnt him to bed. She fōllōwēd him for the good-night kiss. Be fōrē she left him, she tückēd him up nice ly.

11. Harry was al mōst too tired and sleepy to know who it was. But he managed to whisper, "Good-night, mother."

LESSON XV

The April Shower

ou	ow
----	----

1. "Rājn, rājn, go a way;
Come again an other day."

2. That was what George Brown said one day in April. The clouds had gathered just as he wanted to go out. And now the tīny drōps were pattering up on the side-walk. It was about fōur o'clōck.

3. His kītē was all rēadȳ. The string was wound neatly a round the stick. The tail had plēntȳ of pāper bōbs in it. He had māde that tail him sēlf.

4. His kītē was a handsome red and white one. It had a gilt crown and a rājnbow on it. The sticks were thin. George knew it must be a good flī er.

5. And now the ground was wet, and the sky was wetter.

6. "Such weather!" cried George.

7. "No doubt the ducks like it," said his sister Helen.



8. "I'm not a duck, and I don't want to be drowned," said George. "And I don't want to get my new kite wet either. And I don't want to stay in the house. This rain would make any fellow growl."

9. "Yes, it would provoke a saint," said Helen.

"Let's both growl to geth er. Or, you growl while I howl."

10. "That would make a pretty row," said George.

"But I feel too cross to joke about it. I hate these showery days! I'm go ing up to bed."

11. He shuffled off sulky up the hall. It was not long be fore he had his night-gown on. Then he really got in to bed.

12. In a little while Hen tiptoed up to his bedside.

13. "Dear, sick brother!" she whispered. "You have been so ill! You were talk ing wild ly just a little while a go. You frowned and whined and be haved very odd ly. But you are rest ing easily, now. Have courage, and you will get well."

14. Hen was always do ing and say ing funny things. Gorge kept still to see what else she would say.

15. "How drowsy you are since your long ill ness!" she went on. "The fever brought you very low. But your brow is no longer hot."

16. She laid her hand up on his forehead as she spoke. Then she went to the table.

17. "I must give you an ounce of this powder," she said. "I suppose a pound would be better."

18. She tried to put some of the powder in to Gorge's mouth. At this he giggled.

19. "Oh, Hen!" he cried. "Do you think I am

go ing to take that raw flour? What are you prowl ing a round here for, any way?"

20. "There!" said Hĕlĕn, "I knew you would be well be foré lōng. You don't need the powder now. I'll make dōugh of it for the fowls. Here is a towel to wipé your lips.

21. "But you don't know what has hăppened! The south wind has blōwn the clouds a way. A thousand sun beams are shin ing in the rājn drōps. There is a glōriōus rājn bōw in the ēastern skȳ. Hūrrȳ and put on your trousers, and come and see it."

22. It did not take Gēōrge lōng to drēss again. The rājn bōw was gōnę when he reached the ēast pōrch. But the skȳ was clēar.

23. He rēmājnēd for a mōmēnt look ing up and down the streēt. On one sīdē of the rōad were many pūddleš. Thēsę would wet his kītē tail if it hăppened to drāg in them.

24. The other sīdē was hīgher. It had alrēdȳ be come pretty drȳ. Gēōrge thought he might kēep to that sīdē of the rōad.

25. "There's still tīmę to trȳ my kītē be foré supper," said he. And off he wěnt with it.

LESSON XVI

Ruth and her Garden

o u ew

1. There grew two roses in the light,
Hō! the wind and the weather!
And one was red and one was white,
And they shone in the sun to gether.
2. The two roses grew in Ruth May's garden. Ruth was a Jewish maiden. She was fond of flowers and had many pretty roses.
3. She kept the roots well watered. The bushes were always healthy. They bore plenty of blossoms. Many roses were in bloom at the same time.



4. Ruth w^{ore} one at her thrōat every evēn ing. She liked the red ones best. That was be causē she was a brūnētſe.

5. She tend ed her flow ers all the fōrēnoōn.

6. She pruned her vinēſ and bushēſ. She removēd all the weeds. She loōsēnēd the ground a bout the tender shoōts. She liked this kind of work.

7. She had a bed of liliēſ of the vālley. This was shapēd like a horse shoē.

8. She had some goōſeberrȳ bushēſ. There was one ever grēen trēe for shāde. It was a spruūcē. Under it, there was a nice grēen bēnch.

9. The garden was pretty, evēn by moōn light. It was a coōl plācē sūmmer evēn ings, too.

10. Mr. May and his dauḡhter oftēn had supper in the garden. Ruth would sēt the tā blē un der the spruūcē trēe. She was a good little housekēep er. Mr. May was vērȳ proud of her.

11. Mr. May kēpt a jewēlry stōrē. There were some handsome rubīeſ in his shōw-eāsē.

12. Ruth admirēd her flow ers more than all the jewēls.

LESSON XVII

What the Winds Bring

1. Which is the wind that brings the cold?

The nôrth wind, Fred; and it brings the snow,
The sheep will seamper in to the fold,
When the nôrth wind be gins to blôw.

2. Which is the wind that brings the heat?

The south wind, Kâtȳ, and corn will grôw,
And peach s r dden for you to eat,
When the south wind be gins to blôw.

3. Which is the wind that brings the r  n?

The  ast wind, Fannȳ, and farm ers know
That cows come sh v'ring up the l  n ,
When the  ast wind be gins to blôw.

4. Which is the wind that brings the flow'rs?

The west wind, B  ss  , and soft and low,
The birds sing in the summer bow'rs,
When the west wind be gins to blôw.

— E. C. Stedman.

LESSON XVIII

The Wood Vio let

o u ful



1. A bash ful vio let lived in a wood. A cheeer ful little brook sang near it.
2. A coop er's hut stood at no greeat distançe. The vio let could hear the coop er at his work. He was al ways put ting hoops on barrels.

3. It was a pēaçe ful no k where the vi  let sp nt her life. She grew be hind some fr end ly r cks.

4. Some t mes the play ful wo d-mice c am  to vi  it her. She could sh d  them nice ly with her br ad l aves.

5. Some t mes a beetl  or a l ad  b g c am  that way. The vi  let w l comed them all.

6. Once a w ld rabbit br ush d r d ly by. He sh k all her l aves. He n ar ly br ke a st m or tw .

7. "Never mind," said the vi  let, "he knows no b tter." And she b nt kind ly over the b gs and beetl s and wo d-mice again.

8. So n a more dr ad ful thing than this h pp ned. A eaterpillar crawled over one of her l aves. When he c am  to a good pl c , he be  gan to eat the leaf.

9. "Oh de r!" cri d the vi  let, for this didn't f el a bit good. But she didn't s y any thing a bout a "h rrid eaterpillar."

10. She knew the eaterpillar would so n spin him s lf a eoc n. Then he would st p making h les in her l aves.

11. When s mmer c am  again the eoc n would  pen.



A gōrgeōus but ter flȳ would come out. The but ter flȳ would hēlp the viō lets to grōw and scatter seed.

12. "But ter flȳes hēlp viō lets," she said to her sēlf. "Viō lets ought to be grate ful and hēlp but ter flȳes."

13. So she hēld her lēaf stēadȳ, and the eaterpillār nīb bled a way.

14. One day, Little Red Rid ing hōd cāmē that way. She was on her way to her grand mother's. She had a bunch of wild flow ers in her hand. That was be fōr she mēt the wolf.

15. She spīed the mōdest little viō let be hīnd the rōck. She pūshed a sīdē the lēavēs and pūlēd every blōssōm.

16. "Oh, how pleased my grand mother will be with thēsē viō lets!" said she.

17. Each blōssōm gāvē a grēat sōb as it lēft its mother.

18. "We shall never see our dēar mother again," sīghed the pōor things. "We shall never see our dēar būgs and beētles any more. The woōd-mice will look up and see ōn ly lēavēs. We shall never come bāck to our pēaceful woōdland home."

19. "We don't like the wārmth of Little Red Rid ing hōd's hand. It is not good for us. It makes us droop

and sicken. She will put us in to a vāsē of water. That will rēfrēsh us, but only for a little while. We can not līvē lōng a way from our mother."

20. The mother plant stayed at home and mōirned. Tēārs eāmē from the brōkēn stēms.

21. "My childrēn are all gōnē," she said in sōrrōw ful tōnes. "It is vērȳ sād and lōnēly here with out them. I can have no more this sēasōn. I may as well go to slēep for the winter."

22. So she with drēw the līfē from the lēavēs. They soōn droōped and with erēd. Then they driēd and beeāmē brown. When the rabbit eāmē bound ing by again, they cräcklēd un der his fēst.



LESSON XIX

A drift

1. I am not Rōbinsōn Crusōe. I wish I were. Crusōe found an island to līvē on. I don't see any land at all.

2. Yes ter day this was all dry land. In the night the water eāmē and over flowēd everȳ thing. Look at



my *ōwn* er's house.
I ran there to get
a way from the
water.

3. This shoē was
in the pōrch. My
ōwn er *al* ways puts
his shoēs there.

4. The water fōl-
lōwēd me in to the

pōrch. I jūmpēd up on this shoē to kēep dry.

5. Mōrē and mōrē water cāmē in. It could not wet
the tōp of the shoē. It could *ōn* ly lift the shoē. The
shoē rōsē with the water and flōat ed out of the pōrch.

6. It makes a good bōat, but what plācē shall I sail
to? There is no one at home. Every one wēnt a way
in bōats. The sēēnd stōrē is full of water.

7. They call this eōuntrē Holland. They say this
pēcē of it was stōlen. It was stōlen from the sēā.
I think the sēā has gōt it bāck again.

8. I wish they had not stōlen it. Then I might have
been bōrn some where else. What is going to be come
of me?

LESSON XX

The Drăgōn Fly

mosquito



1. Oh dēar! I am so fright ēned! This is the strāng est plācē I ever was in. How shall I ever get out again?
2. I cāmē in at one of thōsē bīg ēpēn ings. When I tried to fly out again, some thing stōppēd me. I could not see it, but I could fēel it.

3. It got right in my way. I bumpeded against it over and over again. The bump ing māde me giddy.

4. Dēar me! I am so tired! I shall have to rest or I shall drop.

5. I will settle on this odd-look ing thing on the wall. What's the matter with the old thing, any how? It says tick-tock, tick-tock, all the time. I think it must be giddy too. But it doesn't seem to get tired.

6. What ails those children? What makes them crēp un der those things? I do be līeve they're a frājd of me!

7. Now is n't that a good joke! Such giants as they are to fēar little me! If they ōnly knew how a frājd I am of them!

8. Well, they will not harm me; that's clear. They are too badly frightened even to try. Now I can think what to do.

9. Whīy, there's that mosquito I eāme in here for. I'll eāch him and eat him. Then I'll try to find my way out.

10. I'll not būmp my hěd any mōrę. Oh no! I know too mūch for that now. I'll just crawl over that thing that stōps me. By and by, I'll come to the hōlę where I gōt in. Then out I'll go and a way I'll fly to the mědōwš.

11. There I shall find plěnty of mosquitoš. I do like mosquitoš. I mean I like to dīnę on them. They say měn hate them. Then měn ought to like me. I kill so many mosquitoš for them.

12. I wish I could spēak. I'd tell thōšę childrěn what a fr̄iend I am to them. Then they would not fēar me so much.

13. Whȳ, my dēar Mr. Mosquito! You are here just in tīmę. My fr̄ight is over, and I am hūn grȳ. Now I have you.

14. Your sing ing and bīting are fin ished. There! Now you are fin ished your-sělf. No one will ever lię a wākę for you, again.

15. Well, well! Here's the věrȳ hōlę I eāmę in at. Now I think I'll be off. Good-by, sil ly childrěn. I'm as hăppȳ to go as you are to have me go. You will never see me here again.

LESSON XXI

The Turkey's Misgivings

Turkey Thanksgiving

1. Gōb blō, gōb blō, gōb blō! They say Thanksgiving Day is coming. I'd like to know what that means.



Some how, I do not like the sound of it.

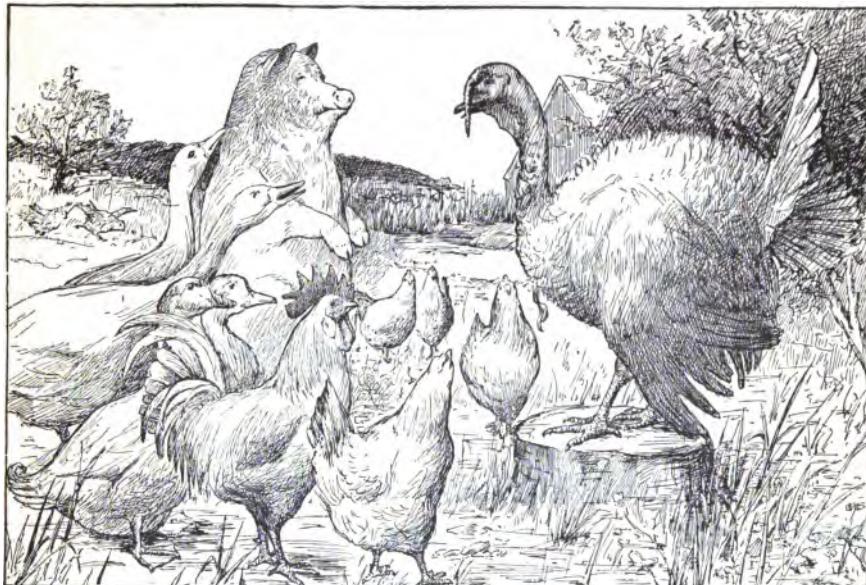
2. The childrēn can not talk of anything else. Even Rover seems to wish it were here.

3. The other fowls don't seem to think much a about it. I think they ought to.

4. Yes, we must find out what is going on. I think I shall call a meeting of fowls. The pīg, too, shall attend if he likes.

5. I will get up on that stump and make a speēch.

I will tell my friends what I think. I will say I fear we are in danger. I will state what we should do.



6. My good friends, I am glad to see you all here. Mr. Pig is not a fowl, but he is welcome. I wish to have a short talk with you.

7. You have all heard this chatter about Thanksgiving Day. I want to find out what it means. I am going to try. I think you ought to help me.

8. I fear we are all in great danger. People look at me in a way I do not like. So they do at you.

9. Jack had some thyme in his hand yes ter day. He looked at it and then at me. Then he said some thing a bout Thanksgiving. Then he smacked his lips.

10. May was gathering sage the other day. She looked from it to Mrs. Goose. Then she looked from Mrs. Goose to the sage. Then she said, "I don't know how to wait." Then she smacked her lips and sighed.

11. Tom was picking up apples one day. Mr. Pig was rooting in the ground near by. Tom was talking to him self. I heard roast and apple-saucep. Then he, too, smacked his lips.

12. I fear that all this means some thing very sad for us. In deed, I almost know it does. I begin to think that these people mean to eat us.

13. Now let us all listen to every thing they say. Then some of us will find out what they mean. If I am right, we shall soon know it.

14. Then we will run a way to the woods. There we can live in peace. We shall have to work for our food, of ourselves. It will not be brought to us, as it is here. We shall not have a roof over our heads at night. But there will be some thing to make up for all this. We shall never again hear of Thanksgiving Day.

LESSON XXII

The Mischievous Puppies

yard watch

1. Once upon a time there were two little dogs. They were named Jippy and Jimmy. They lived in a lumber yard. It was near the river by a dock.

2. The mother of the puppies was an Irish setter. She was kept in the yard, because she was a good watch-dog. She was chained to her kennel. This was a home for her and her children.

3. The puppies played close by. They never thought of running away. They had never seen any thing but lumber. They did not know that there was any thing else to see.

4. One day the mother dog had to go away with her owner. She did not like to leave her puppies. She feared they would get into mischief while she was away.

5. And so, indeed, they did. They found a way out of the yard, and ran off to the dock. There they saw

some lōgs flōat ing in the water. They thōught it would be fun to play on them.

6. So it was for a little while. They jūmped a bout, full of glē. They sniffed at every thing they saw.

7. But they soon tire^d of all this. Then they play^d as they did in the lūmber yard. They wrēsled and tri^d to thrōw each other down.

8. This was too much for the lōgs. One of them rōlled over. Souse wēnt the puppiēs into the water. They were drēad fully frightened. They had never been so wet and cold.

9. Such look ing puppiēs as they were when they clambered out! Dripping and shivering they set out for home. All the way they ran, cry ing kī-i, kī-i.

10. When they reached home, they shōok them sēlves well. Then they lāy down in the sun. This drēd them, and they fēll a slēep. When they a wōke, the mother dog was at home.

11. They told her all that had hāppened. She kissēd them bōth, dog fashōn. Then she said, "You were naughtŷ to run a way." At this they whinēd. Then she add ed, "But you were good not to get drownēd."

LESSON XXIII

Lív ing in a Flat



1. Sādīę Russell is a little çitę girl. She lívęs in what is called a flat. The house is a věrý tall one. Fivę familięs can lívę in it.
2. Each flat is a whōlę flōr. Each has sěvęn roómę. Sādīę has a little bed roóm all to her sělf. She thinks this věrý finę. But there are some other things that she does not like so well.

3. She has to keep very still all the time. The landlōrd will not let her romp. The people in the other flats would not like to hear her.

4. She can not play in the halls or on the stoop. And there is no garden to play in. Her only play-place is the roof. This, however, is made safe for the childrēn.

5. There is a railing like a fence all around it. So there is no danger that they will fall off.

6. The roof is made of tin. There is a floor of slats laid on it. This is to run about up on.

7. The childrēn can play at hide and seek. They hide behind the chimneys. They can play tag, too, and many other games. But they can not play on the roof when the sun is hot.

8. Sadie likes the kitchen almost as well as the roof. She says it is the liveliest room in the flat. There is always some thing going on there.

9. There is a pretty bell on the kitchen wall. Beneath it is a button. When the bell sounds, the little girl runs to the kitchen. She presses the button. This opens the street door. Sadie knows that some one is waiting there to come in.

10. Sōφn she heārs an other běll. Then she runs to the hall dōfr. She ɔpens it and lets the call er in.

11. Some tīmēs Sādīē heārs a loud whistle. This, too, is in the kītchēn. It meāns “Come to the dūmb wājt er.” Sādīē runs, but the eōk is there be fōr her.

12. The dūmb wājt er is a little clōsēt. Mōst clōsēts stand still. This one goes up and down from the tōp of the house to the bōttōm. It is mōved by a rōpe.

13. The eōk calls down, “Who is it?” Some tīmēs it is the grōcer. He plācēs the grōceriēs in the dūmb wājt er. The eōk pülls them up and calls out, “All right!”



LESSON XXIV

The Little Ěskimō

father

1. This little boy is an Ěskimō. He līvēs a grēāt way nōrth of us.
2. It is věrŷ eold there. The boy's clōthēs, you see, are mādѣ of skins. They are much wārm er than our clōthēs.
3. The whītē mound you see, is his home. It is mādѣ of snow. That is all there is to bŷild with in his countrŷ.
4. One would think that the snow housēs would mělt. But they never do.
5. The Ěskimō eats meat and fish. Thēsѣ are not cōökēd for him as our fōod is for us.
6. His father cātchēs sēals. Thēsѣ an īmals līvē in the water. He eātchēs some land an īmalš, too. He alsō eātchēs fish. Thēsѣ are all for fōod. He spends mōst of his tīmē in this way.

7. This little boy some tīmēs goes out rīd ing. He has dogs for horses. The dogs are bīg and power ful.

8. The Ěskimōs always līvē nēar the water. The water has ice over it, or in it, ēvēn in sūmmer.



9. The Ěskimō likes to līvē where it is eold. You think this strāngē, I suppōsē.

10. Well, you like to līvē where it is wārm. Now he would think that strāngē if he knew it. But he does not know any thing about it. He is a little sāvāgē.

TABLE OF COMPARISONS

This table is prepared for the convenience of teachers using present and former editions in the same classes. Sentences omitted in this edition from former editions are given below in italics. Sentences in which words have been changed are given in their original form, with the changed words in parentheses.

Former Edition

PAGE	LINE	
7	6	<i>Stand in the corner.</i>
8	1-5	<i>Omitted.</i>
	7	What is the reason (of that)?
9	1-3	<i>Omitted.</i>
	14	And take off that (wrap).
10	14-15	<i>Your name-sake is at hand.</i> (He) has come to stay, I fear.
	16	<i>You mean Jack Frost.</i>
	17	(Jack Frost) is older than you.
11	1-2	I see (he is not my) name-sake. <i>You did not intend me to think he was.</i>
12	7-8	<i>There will be no lack of play.</i>
	10-11	I (shall) call Mat to play with me.
	17-18	<i>You saw what fine play we were having.</i>
13	13	Yes, I shall get mitts for you and (for) Kate.
14	4-5	(It is not) a nice day.
	6-7	(In that case,) I shall (not) go (out) to-day. We will get the new wrap (to-morrow).
15	15-16	(So is) Mr. Post, the potter. (So is) Mr. Lamb, the painter.
16	9-10	You are not (good) when you do that. <i>I do not like such tricks.</i>
	11-12	(Do you) want to (be a cripple)?
18	13	I could not (assist our friend) much.
19	4	<i>Her limbs are so weak.</i>
	9-10	My (sock) wants mending. (It is) wet, too.
	18	<i>Isn't that a good offer?</i> (I know how, if) I am small.
21	10-13	<i>Omitted.</i>
23	4-5	Did you (peel) the apples? Did you put the pie (in) the pan?
	8-9	You did not (omit) anything, did you?
25	15	<i>Try to make a good meal.</i>
26	2-3	All oaks come from acorns, (and all acorns come from oaks).
	4	Each (plant) has its seed.
	6	(Peel) the peach and eat it.
	20	<i>You did not take my meaning.</i>
27	2	(He) will saw it up for the fire.
28	15-16	Do you know any one (that) does?
	22	I (put it by).
29	4	<i>Bees work without making.</i>
	8	<i>Not now, but by and by.</i>
	19	Stop your (capers) and come here.
30	1-2	Clean all the (clay) from them.
	22	If I do, (I'll) be a fruit farmer.
31	6	Otto wants his (comb).
	16-17	Take (your little cane) with you.
	20	Now (don't take all day to go).

31 21 *You are such a slow boy.*
 33 10 There (is no lack of) rocks here.
 34 5 See that (narrow) leaf spin in the wind.
 34 10 I want to act like a good (beast).
 36 7 *I have known, but I forget.* 16 He (forgets where he) put it.
 37 7 I didn't know it was (going to spill).
 37 9 *That was fine work.*
 40 12 You must keep (slates and) paper kites.
 41 15-17 Didn't I tell you not to eat (pickles)? I (have told) you a score of times.
 41 18 Don't tell me the kitten ate (them).
 42 9 He was (in a) faint when I saw him.
 43 1-2 She (knows much more) than any of us. She is teaching Tom (his
 Primer). 3 She trims all her own (wraps).
 43 5 (She) is little Nick's sister. 6 *Do you know whose skiff it is?*
 44 11 Where is the (sour) milk?
 45 4 I want (a good) many things.
 45 9-10 Don't forget the (twilling).
 46 6-7 *Esther lets her needle up close to her.*
 47 4-5 But the attic window was (paneless). (In came) the west wind.
 (Down to the fire went) the little girls.
 47 8 It is a (mere) wreck.
 48 9-10 *The wind wrecks tents and nests.* (It is) not kind to wrens.
 49 10 *No more playing in the tent this season.*
 50 3 *The rocks by the rill echoed the crow.*
 51 3 *They need a little leading.*
 51 5 (He) led the horses out of the piled-up snow.
 52 4-5 Esther would teach her if she had (a slate).
 52 6-8 *Omitted.*
 54 10 "I was thinking of our homes," (said she).
 56 1 Miss Lee knew (a good) many (wild) tales.
 59 17-18 We will take a couple of (pillow slips).
 60 12 Not until I have my (slip) full.
 61 12-13 They were eaten (with a relish).
 62 4-5 Did you ever taste shad (roes)? Did you like (them)? Most people
 think (they are) nice.
 63 9 Still I (visited) him.
 64 19 *Are beets and beans and peas?*
 64 1 *I do not know.*
 64 5-7 Some come out of (apples and other fruits). Some come out of (pods).
 64 10 To get more plants (to give us fruit).
 64 11 How do we (get more plants) by planting seeds?
 65 1-2 This is little Winnie (Wimples).
 65 7-9 Well, (she isn't old at all). *She is only one.*
 66 11-12 But there is some one whom it likes (more still).
 66 15-16 It is a (lively) little puppy.
 68 18 Mr. Puppy is (an active) little dog.
 69 3 Beside it was a (crimson) one.
 69 4 "Take the one that pleases you (most)," said Sally.

69 6 "I know you are fond of (crimson)," said Fred.
 15 "Was it a (crimson) or a violet rabbit?"
 70 6 Sally's egg was cracked, and Fred's crushed (it).
 7 It was not (crimson) inside.
 10-11 "Common eggs don't have (crimson) and violet shells."
 12-13 Then they ate them (with a relish).
 71 4-7 "I cannot (reach) the (latch)," he cried. So Sally (lifted) it (for) him.
 8-9 The nest was (in) Mack's stall.
 10-12 He was munching his oats (when Richie went in).
 16 They were over in (the) corner (of) the stall.
 72 1-2 *He was afraid of Mack's heels.*
 3-4 "I'll (cheat) it (with) some corn," he said. So he scattered a little
 corn (outside) the stall.
 16 Richie snatched it and ran (to) the stall.
 17-18 *He stretched his short arm all he could.*
 22-23 His mischief was ended for that (morning).
 73 1-2 She smiled and nodded (there) all the summer day.
 9-12 *She displayed her wet petals to the sun. (His) rays kissed (them) dry.*
 74 8-9 Dotty (decided) she must have it.
 16 Dotty handled her tenderly (but all in vain).
 20-23 *Omitted.*
 76 1 Well, there were some wild beasts (chained up).
 18-19 There was a (man on spider webs). This was Ben (riding) his bicycle.
 22-23 He (boasted) that he was four beasts in one.
 79 3-4 Don't make so much (ado), my child.
 14-15 There (was a caravan) crossing the desert. Every (Arab had a camel).
 21-22 I want to see (your breakfast disappear).
 23 What (kind of salad is that)?
 80-82 Revised throughout.
 84 20-22 I (finished) the fourth on the second day I worked upon them.
 When one (once) knows how to do this work, it's easy.
 90 4-5 I have carried your loads over, (slung) on my back.
 11-12 We shall sink and be carried down the (current).
 91 5 He looked (blank).
 10-11 (Taking the silver is my) business.
 92 19-20 The (cut) will show you how it looks.
 96 6 When we reach home, he will take (him) to the stable.
 97 8 It liked to have (gaudy) things in its cage.
 100 4-5 He whistled (happily) at his work most of the day.
 9-10 All the work was finished (up) now.
 104 8-9 A thousand sunbeams are shining in the (glistening) raindrops.
 12 It did not take George long to (be dressed) again.
 103 7-8 *She improved the shapes of the flower beds.*
 108 3 A cooper's (wooden) hut stood at no great distance.
 114 16-17 They were too frightened (to even) try.
 116 15 I (will) call a meeting of fowls.
 121 3 (Ten) families can live in it.
 123 21-23 *Omitted.*
 124 1-4 *Omitted.*

5

